Evaluation of the Careers Leader Training

Joy Williams, Georgie Akehurst, Kate Alexander, Emma Pollard, Ceri Williams and Tristram Hooley

Institute for Employment Studies

IES is an independent, apolitical, international centre of research and consultancy in public employment policy and HR management. It works closely with employers in all sectors, government departments, agencies, professional bodies and associations. IES is a focus of knowledge and practical experience in employment and training policy, the operation of labour markets, and HR planning and development. IES is a not-for-profit organisation.

Professor Tristram Hooley

Tristram Hooley is a researcher and writer who focuses on career and career guidance. He is the author of seven books and numerous articles and reports on education and the labour market. He writes the Adventures in Career Development blog at https://adventuresincareerdevelopment.wordpress.com/.

Acknowledgements

Institute for Employment Studies
City Gate
185 Dyke Road
Brighton BN3 1TL
UK

Telephone: +44 (0)1273 763400
Email: askIES@employment-studies.co.uk
Website: www.employment-studies.co.uk

IES project code: 5739

Contents

Glossary

Careers Leader: School	Responsible and accountable for the delivery of their school's programme of career advice and guidance.
Careers Leader: Operational	College Careers Leadership may be separated into operational and strategic leadership – operational leadership tasks might be done by more junior Careers Leaders such as department heads and includes the day-to-day running and reporting on the careers programme.
Careers Leader: Strategic	The strategic leadership tasks will be done by a Careers Leader who is on a college's senior leadership team, which includes managing the budget and other staff.
CDI framework	A structure for designing, delivering and assessing the school/college careers programme, from the UK-wide professional body for the career development sector.
Compass	An online tool provided by The Careers & Enterprise Company to support schools and colleges to evaluate their careers activity against the Gatsby Benchmarks.
CPD	Continuing professional development.
Enterprise Adviser	A volunteer from local business, who supports a school or college with the development of their careers programme.
Enterprise Coordinator	Locally based professional funded by The Careers & Enterprise Company and the local LEP working with schools, colleges and employers in local clusters to improve careers activities.

FE	Further Education.
HE	Higher Education.
Level 6 or 7 accredited	The Careers Leader training programme that requires participants to submit assignments for marking. Level 6 confers credits towards the OCR Level 6 Diploma in Careers Guidance and Development, or the Diploma in Leadership in Careers and Enterprise. The Level 7 provision awards credits ranging from 20 to 60 which can be transferred to postgraduate/Masters programmes.
Non-accredited provision	The Careers Leader training programme that does not require formal assessment and external marking. Gives the participants a certificate of completion and no formally recognised qualification upon successful completion of the course.
One Drive	Cloud-based file store used by providers to share resources and for participants to upload assignments.
Providers	Organisations that delivered the Careers Leaders training programme.
Quality in Careers Standard (QiCS)	The national quality award for careers education, information, advice and guidance in schools, colleges and work-based learning.
Unifrog	An online platform that gives students information about university, apprenticeships and Further Education colleges.

Executive Summary

With funding from government, The Careers & Enterprise Company led the development of a training specification for Careers Leaders and established a fund to enable a wide range of providers to offer Careers Leader training. The Careers Leader funding covered the cost of the training which was offered to Careers Leaders for free and a £1,000 bursary which the Careers Leaders school or college could claim upon successful completion of the training. In contracting the provision, The Careers & Enterprise Company aimed to provide access to both local and national provision for Careers Leaders across the country and to allow Careers Leaders to choose between among a range of different delivery options. The funding was also designed to give Careers Leaders the choice between non-accredited and accredited training with accreditation offered at both Level 6 and Level 7.

The Careers & Enterprise Company commissioned this qualitative evaluation of the Careers Leader training in august 2019. The aim of the research was to explore how well the Careers Leader model was working in schools and colleges and how far the training supports new and existing Careers Leaders to establish themselves in a leadership position within their school or college and successfully implement a Gatsby-inspired careers programme. The key objectives were:

- Assess the implementation of the training;
- Understand participants' reasons for taking part;
- Examine schools' and colleges; experiences of the training programmes, and;
- Identify perceived impacts.

After a short period of desk research to understand the different Careers Leader training offers from the 14 providers, the research team conducted telephone interviews with three types of stakeholders – training providers, Careers Leaders, and Senior Leadership Team (SLT) colleagues of Careers Leaders.

Across the Careers Leader interviews, there was a wide variety in the extent of their careers experience with some having only one or two years' experience formally working in careers, while some of the most experienced had been working in the field for 35 years. The Careers Leaders who took part in the research, also reported considerable diversity in their position in the school and thus the positioning of careers in the institution and of their Careers Leader role (i.e. whether operational, strategic or both). Many Careers Leaders reported that they had limited amounts of time to devote to Careers Leadership in their school or college; and reported that the role was important and demanding, and included a wide variety of jobs.

Key Findings:

Awareness of the course: Interviewees were made aware of the training through a range of means, but their connections to The Careers & Enterprise Company and their local Careers Hub were particularly critical.

Motivation to take part in the training: Careers Leaders wanted to understand the role, gain new insights and ideas to support improvements in their schools/colleges, build/extend networks (and combat isolation), legitimise time spent on careers work, legitimise the role of Careers Leader (and signal their qualification for the role), and further their professional development and follow interests. For careers specialists working as Careers Leaders the training was a chance to continue with their professional training; for experienced (although largely without formal careers qualifications) Careers Leaders the training helped to validate their work and position and standing in their institution; and those with less experience and relatively new to careers work in education settings wanted the course to help them in their Career Leader role and to understand what was required of them and, in this way, help their school/college to move forward, make improvements and offer better careers provision.

Choosing a provider: Factors that were important to Careers Leaders were location; accreditation level or non-accredited; delivery times and methods; duration of the course; reputation of the provider (through direct experience or word of mouth), and; the balance of practical and theoretical work offered. The wide range of choice in the provision across and within the 14 providers was appreciated.

Fee waiver and bursary: These helped make the training attractive and accessible, and could act as a major motivator (or facilitator) to take up particularly for Senior Leadership Team members who are required to sponsor the Careers Leader application for training and release them from school/college duties.

Recruitment: Recruiting viable cohort numbers to begin with proved to be difficult for many providers as they were attempting to reach out to a new client base and/or in new areas/locations. Many initially relied upon applications that came via The Careers & Enterprise Company. The overall target for recruitment (of 1,300 individuals) onto the programme has now been met. Retention on programmes is high with the vast majority of participants successfully completing the training. This is largely due to providers' flexibilities and thus accommodating any changes that Careers Leaders needed to prevent drop-outs (additional support, switching to alternative courses or cohorts etc.). In addition, the contracts signed between Careers Leaders, their institution and The Careers & Enterprise Company was influential and helped to ensure engagement and reduce drop-out.

Effective delivery: The results of the skills audit of training participants undertaken by The Careers & Enterprise Company alongside the qualitative evaluation, show that over 90 per cent (91%) of participants are either satisfied or very satisfied with the overall training programme and the majority found that the course met their expectations. Interviews with participants and training providers identified several aspects of the

provision that they thought worked well: quality of teaching; peer learning and support (enhanced by the diversity of the training cohorts); the delivery approach and; support from providers and their colleagues in their school or college.

Accreditation: The majority of providers considered accreditation to be the preferred programme approach. They typically justified this preference by highlighting the value of the qualifications that they offered and the consequent benefit for both individuals and organisations. Feedback from Careers Leaders also highlighted how accredited courses were particularly appealing as they were perceived to offer quality and a certain standard of learning and thus legitimacy and credibility to the role, to the individual, and amongst their colleagues and their school/college. In the main, accredited training was also preferred in the feedback from Senior Leadership Team members. However, non-accredited provision was also important for Careers Leaders with less time available and those that chose this route reported that their courses were practical and focussed on how to do the role rather than on their own self-development.

Challenges to delivery: Providers and Careers Leaders did report some challenges with the provision. A few providers experienced issues with meeting the expectations of learners, with learners not being prepared for the academic content of the course. A few Careers Leaders with varying levels of prior knowledge and experience found the academic nature of some of the training and assignments daunting. Other providers faced challenges with managing waiting lists, especially if there had been delays in establishing cohorts and organising training. Further challenges reported by providers and Careers Leaders were: fitting the course in with Careers Leader's busy schedule; balancing the needs of diverse cohorts (with different needs, expectations, foundation knowledge and working context); a lack of support from Careers Leaders' colleagues (particularly at senior level); problems with online resources and; general accessibility. However, these tended to be in the minority.

Overall, the research found that the Careers Leader training has had a positive impact on individual participants and their schools and colleges leading to a range of perceived short-term and longer-term outcomes (or the potential for longer-term outcomes). Careers Leaders gained in confidence and increased their knowledge of careers and the Careers Leader role.

- The majority of Careers Leaders felt they gained understanding of careers theory and this increased their confidence about their practice and decision-making around career programme design. A small group, however, struggled with this aspect of their course.

- Whilst many Career Leaders were confident and familiar with education and employment pathways and labour market information prior to the training, the programme still had a positive impact on learning and often served to broaden pathways and labour market information (LMI) offered and changed the way this information was disseminated.

- The course largely provided a refresher on the key policies and frameworks to frame their practice, this ensured Careers Leaders were up to date with policy to support their work, for example, developing school policy, learning observations, lesson plans and careers events.

- The majority of Careers Leaders improved their understanding of Gatsby Benchmarks and the Compass Tool. For less experienced Careers Leaders, it provided them with skills and resources to evaluate and make changes to their school's/college's policies and practices, based on a clearer understanding the importance of identifying appropriate outcomes to then assess progress (and impact).

- Careers Leaders thought that their learning had been cemented by the reflective logs and assessed assignments (in accredited training) and personal development plans and one-to-one discussions with tutors (in non-accredited training). The self-reflection activities built into the programme enabled Careers Leaders to better manage their own professional development and to identify actions to improve their practice.

- Accredited courses were valued by most of the Careers Leaders and the Senior Leadership Team member interviewees. They were thought to add credibility to the course and to the role and helped move towards professionalising the Careers Leader role. The non-accredited courses were valued for being focused on practical aspects of developing a school/college careers strategy and for being less burdensome for time-poor individuals.

- The focus of the programme on developing a strategic careers plan meant that Careers Leaders were able to produce one by the end of the course, and to have continually refined this during the training. This could involve developing a new strategy or revising and appraising a pre-existing one. The process of audit, evaluation and refining helped identify areas for change.

While the training had clear impact on Careers Leaders and their institutions due to participation in the training, longer term outcomes and impacts were taking time to show. There were early indications that changes in Careers Leaders' practices were starting to have wider effects on the school/college context more generally. For example, gaining support from Senior Leadership Teams, raising the profile of careers in their institution, raising ambitions and improving their careers strategy.

The research identified that there are different contextual factors that contribute to the level of impact that the Careers Leaders training can have on individuals and organisations. The research indicates that the training has improved the capability of participants by increasing their knowledge, skills and understanding – essentially, the tools required to perform well in the role. In terms of their capacity to effect change and utilise the training, this was more complex and depended, to a large extent, on their role in school/college hierarchy, the importance placed on career guidance within their school/college, and level of support from their senior management team (all of which are inter-related).

The fee waiver and bursary both proved to be an enabling factor in the decision to release Careers Leaders for the training. In a time of budget constraints, the fee waiver was particularly important to allow Careers Leaders to access this external CPD. The bursary similarly helped to make the decision and compensate for time out of school/college.

Having the time to dedicate to the training – not just the face-to-face sessions, but also the self-directed study required – could be challenging. All interviewees acknowledged the

pressure on Careers Leaders' time (as they often had other responsibilities to deliver alongside their Careers Leader role), which impacted on the time they had for the training.

The pitch of the course also created some challenges for participants. Providers and Careers Leaders themselves described how some participants struggled with the academic requirement of the Level 6 and Level 7 accredited courses.

Those that took part in the qualitative research have the right motivations to improve teaching and assessment practice. They see the value in change and are committed and driven to achieving good outcomes for learners.

Recommendations:

Finally, the report makes a number of recommendations, directed at government, The Careers & Enterprise Company, providers, and schools and colleges.

Government:

- Continue to support Careers Leaders in school and colleges.
- Ensure that funding remains available to train Careers Leaders.

The Careers & Enterprise Company:

- Continue to fund both accredited and unaccredited programme.
- Continue to fund choices for Careers Leaders in each region.
- Consider longitudinal research and evaluation to track longer-term impact.
- Review the process for claiming the bursary.
- Consider supporting the development of FE only provision.

Training providers:

- Consider how to better address the diversity of the cohort.
- Improve the level of study support available to Careers Leaders.
- Tailor provision to include material that reflects schools/colleges diversity.
- Link with Enterprise Co-ordinators and Careers Hubs.
- Consider the need to support Senior Leadership Teams and governors with training.

Schools and colleges:

- Release staff to attend Careers Leader training.
- Ensure that staff who attend training are well supported by Senior Leadership Teams and peers.
- Expect staff who have completed the Careers Leader training to introduce changes and enable them to disseminate learning throughout the school or college.

1   Introduction

1.1   Career guidance in England: Recent policy and practice

The current period of career guidance policy began in 2014 with the publication of the Gatsby Charitable Foundation's *Good Career Guidance*[1] and the announcement of The Careers & Enterprise Company.[2] Following on from a period of criticism of England's career guidance system and subsequent funding reductions and de-emphasis of the area, the Gatsby Benchmarks offered a new and evidenced based framework.[3] From 2014 the Gatsby Benchmarks were increasingly positioned at the heart of England's approach to career guidance and the practice of The Careers & Enterprise Company.[4]

In 2017, the Government published a new careers strategy which gave official backing to the Gatsby Benchmarks and tasked The Careers & Enterprise Company to 'take on a more ambitious role, building on their progress to date by coordinating support for schools and colleges across all the Gatsby Benchmarks'.[5] The focus on the Gatsby Benchmarks was then operationalised through an update of the statutory guidance issued to schools and colleges which stated that all schools and colleges should use the benchmarks and that they should 'meet them by the end of 2020'.[6]

The Gatsby Benchmarks

1. A stable careers programme. Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

---

[1] Gatsby Charitable Foundation. (2014). *Good career guidance.* London: Gatsby Charitable Foundation.

[2] Department for Education. & Morgan, N. (2014). New career and enterprise company for schools. Retrieved from https://www.gov.uk/government/news/new-careers-and-enterprise-company-for-schools.

[3] Andrews, D. (2019). *Careers education in schools* (Second edition). Royston: David Andrews.

[4] The Careers & Enterprise Company. (2017). *State of the nation 2017.* London: The Careers & Enterprise Company.

[5] Department for Education. (2017). Careers strategy: making the most of everyone's skills and talents. Retrieved from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf, pp.7-8.

[6] Department for Education. (2018). Careers guidance and access for education and training providers. Retrieved from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf.

2. Learning from career and labour market information. Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

3. Addressing the needs of each student. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

4. Linking curriculum learning to careers. All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with employers and employees. Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes.

6. Experiences of workplaces. Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

7. Encounters with further and higher education. All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

8. Personal guidance. Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Progress towards the Gatsby Benchmarks has been steady. By July 2019, the overwhelming majority of English schools and colleges (3,826 in total) had assessed their careers provision against the benchmarks and were reporting that they were meeting an average of three benchmarks.[7] Both the number of schools and colleges engaged and the average number of benchmarks achieved has been rising steadily since the introduction of the benchmarks.

To support the embedding of the Gatsby Benchmarks, there have been a number of initiatives which have focused schools and colleges on the benchmarks and supported them in their implementation. Alongside the statutory guidance, a new Ofsted framework launched in 2019[8], places greater emphasis on being able to find evidence of an effective careers programme – this includes:

■ unbiased careers advice, with good quality, meaningful opportunities for pupils to encounter the world of work;

---

[7] The Careers & Enterprise Company. (2019). *State of the nation 2019.* London: The Careers & Enterprise Company.

[8] Ofsted. (2019). School inspection handbook. Retrieved from https://www.gov.uk/government/publications/school-inspection-handbook-eif.

- schools working towards or having achieved the Gatsby Benchmarks;

- operating in line with the statutory guidance on careers advice, eg a copy of the careers programme on the school website.

The Careers & Enterprise Company also introduced a series of Careers Hubs in 2018 which drew on a model originally developed in the Gatsby pilot project to provide local support for schools and colleges implementing the benchmarks and bring collections of schools and colleges together into a local community of practice.[9] The Company initially created 22 Careers Hubs which comprised up to 40 secondary schools, special schools and colleges located in the same geographic area. These schools and colleges work together, and with partners in the business, public, education and voluntary sectors to deliver the Gatsby Benchmarks and ensure that career outcomes for all young people are improved. The initial wave of hubs was supplemented in September 2019 with an additional 18 hubs, meaning the hub model now covers over 1,300 schools and colleges. The hub model has been found to be effective in enhancing the quality of career provision in schools and colleges.[10]

1.2   The birth of Careers Leadership

The experience of implementing the Gatsby Benchmarks, both in the Gatsby's pilot in the North East and across the country, highlighted the importance of having a key person within each school or college (the Careers Leader) to lead and co-ordinate the organisation's careers provision.[11] The Careers Strategy enshrined this in policy and called for all schools and colleges to have a Careers Leader by September 2018.

From 2018, the role of Careers Leader was being implemented across England. The statutory guidance stated that 'every school needs a Careers Leader who has the skills and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks' and that 'every school is expected to name this Careers Leader and publish contact details on their website from September 2018'.[12] Further detail was then provided in an official specification of the Careers Leader

---

[9] Hanson, J., Vigurs, K., Moore, N., Everitt, J. & Clark, L. (2019). *Gatsby careers benchmark North East implementation pilot: Interim evaluation (2015-2017)*. Derby: International Centre for Guidance Studies, University of Derby.

[10] Hutchinson, J., Morris, M., Percy, C., Tanner, E. and Williams, H. (2019). *Careers hubs: One year on.* London: The Careers & Enterprise Company.

[11] Andrews, D., and Hooley, T. (2017). '… and now it's over to you': recognising and supporting the role of careers leaders in schools in England. *British Journal of Guidance & Counselling*, 45(2), 153-164

[12] Department for Education. (2018). Careers guidance and access for education and training providers. Retrieved from https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf, p.6.

role published by The Careers & Enterprise Company and the Gatsby Charitable Foundation.[13]

The responsibilities of the Careers Leader are:

■ Leadership – take responsibility for developing, running and reporting on the school's careers programme.

■ Management – operational responsibility to plan careers activities, manage the careers budget and, in some cases, manage other staff involved in the delivery of career guidance.

■ Coordination – coordinate staff from across the school and from outside.

■ Networking – establish and develop links with employers, education and training providers and careers organisations.[14]

■ Strategic or Operational – the split (seen more often in colleges) is manifested where a strategic Careers Leader is responsible for leading the career guidance activity and ensuring that the college's operational Careers Leaders oversee the delivery.[15]

The implementation of Careers Leaders has been going well since the publication of the Careers Strategy. A survey of 750 Careers Leaders in secondary schools in England during 2019 found that substantial progress has been made by schools in embedding the role of the Careers Leader and that schools were now allocating significantly more time to careers leadership than in the past.[16] It also provided further evidence of the impact of the Careers Leader model, highlighting that where Careers Leaders were in place, schools reported increased engagement with career guidance and the Gatsby Benchmarks. It also showed that Careers Leaders with more time and better training were more effective than those who had less time and little or no training.

1.3   About the study

The Careers & Enterprise Company commissioned the Institute for Employment Studies in August 2019 to undertake a qualitative evaluation of the Careers Leader training.

1.3.1   Research Questions

Key questions for this evaluation explored how well the Careers Leader model was working in schools and colleges and how far the training supports new and existing

---

[13] The Careers & Enterprise Company & Gatsby Charitable Foundation (2018). *Understanding the role of the careers leader*. London: The Careers & Enterprise Company.

[14] Department for Education. (2018). Careers guidance and access for education and training providers. Retrieved from https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools.

[15] The Careers & Enterprise Company and Gatsby Charitable Foundation (2018). Understanding the Role of the Careers Leader: A Guide for Colleges. London: The Careers & Enterprise Company.

[16] Tanner, E., Percy, C. and Andrews, D. (2019). Careers Leaders in Secondary Schools: The first year. London: The Careers & Enterprise Company.

Careers Leaders to establish themselves in a leadership position within their school or college and successfully implement a Gatsby-inspired careers programme.

The main aim of the evaluation is to assess the effectiveness of the Careers Leader training in increasing the knowledge and skills of Careers Leaders and in helping schools and colleges to meet the Gatsby Benchmarks. In order to achieve this aim the research had the following objectives:

- **Assess the implementation of the training**. This includes understanding: what worked well in delivering the training programmes; what the key challenges were and how these were overcome; changes made to implementation and reasons for this; and the reach of the training programme (were the number and type of participants recruited as expected, were schools and colleges with poor existing careers provision attracted).

- **Understand participants' reasons for taking part.** This includes understanding motivations for taking part; the different approaches to recruitment taken by the various programmes; why senior leaders decided to support a staff member to participate in the training; and the role of the bursary in decision making.

- **Examine schools' and colleges' experiences of the training programme.** This includes understanding why a particular training programme was selected (delivery model/format, content, location, perceptions of differences between provider type); views on the usefulness and relevance of the different components of training programmes (including resources) and also on duration, format and content overall; views on the support provided by the delivery provider and colleagues in the school/college; what worked well and what could be improved; and any barriers to effective participation in the training programme.

- **Identify perceived impacts.** This included understanding: views on the improvements to knowledge and understanding related to the eight specified learning outcomes; ways in which learning was applied to implement a careers strategy and establish a strengthened, whole-school or -college programme; and whether perceived impacts vary for those completing online training.

1.3.2 Method

There were two stages to the evaluation: a short period of desk research to gain an understanding of the different offers provided by the Careers Leader training providers and their courses; and telephone interviews with three types of stakeholders – training providers, Careers Leaders, and Senior Leadership Team (SLT) colleagues of Careers Leaders.

Desk research

The research team reviewed course information, including but not restricted to descriptions of modules, lesson plans, learning aims, and assessment criteria. Following this, the research tools for stakeholder interviews were designed and agreed with The Careers & Enterprise Company.

At the end of the research period, the team was also able to draw on the findings from a skills audit survey undertaken by The Careers & Enterprise Company with Careers Leader training participants, and these are included in relevant sections throughout this report. The survey went live in January 2019, asked Careers Leaders to self-assess their skills in a number of areas, before and after the training. By January 2020, 443 Careers Leaders in schools and colleges had completed a post-training survey. Due to small number of responses from Careers Leaders in colleges, the analysis of matched pre- and post-training surveys only includes Careers Leaders in schools (N=185). For variables not requiring matching, all 443 responses have been used. Training providers were tasked with delivering and collecting the surveys. The Careers & Enterprise Company will carry out further analysis of additional survey data in autumn 2020 once the training period is over.

Telephone interviews

This qualitative research complements the analysis being undertaken internally by The Careers & Enterprise Company of the skills audit survey data. The telephone interviews aimed to generate an understanding of what has contributed to knowledge and skills gains or conversely hampered progress – providing both breadth and depth of understanding of the impact of the Careers Leaders training.

Training providers

Telephone interviews were conducted with 13 of the training providers.[17] The majority of these interviews were completed in October 2019.

Table 1.1 Training provider interviews

Provider specialism	Interviews completed
Careers based	6
Higher Education Institutions	5
Leadership & Management	2
Total	13

Source: IES, 2020

Participants – Careers Leaders

Telephone interviews were completed with 52 Careers Leaders. The aim for the interviews was to achieve a mix of participants along the key dimensions of difference. As described in the Careers Leader training catalogue[18], the training provision is:

■ offered by regional and national providers;

---

[17] One provider did not participate in the research; in addition the online-only provision was not included.

[18] https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1274_careers_leaders_training_ course_sheet_updated__0.pdf

- different provider types (leadership & management, career-based and Higher Education (HE)-based);

- may be accredited (at Level 6 or 7) or non-accredited; and

- some may be delivered online or with a residential option.

There were also differences in the background characteristics and in their educational institution characteristics of the Careers Leaders themselves, so the research aimed for a mix of Careers Leaders from schools and colleges, and within each of these a mix of:

- types of school (Local Authority (LA) maintained, academies and free schools) and provider (general further education (FE), sixth form college, specialist); and

- a mix of models of career leadership (based on three main types: senior leader as the Careers Leader; middle manager reporting to a senior sponsor; or multi-school/provider leadership).

Careers Leaders had also participated in the training at different points and so the sample clustered participants by when they had completed the training - 'spring complete' January to May 2019; 'summer complete' June to August 2019; 'just complete' September to December 2019. Where appropriate this distinction is used in the analysis.

The sample was developed in coordination with the training providers, who sent out a request to their participants for them to opt-in to the research. The interviews were completed over a period from November 2019 to February 2020.

Table 1.2 Careers Leader interview participants

			Completed	
Provider delivery	National		10	
	Regional		42	
Provider specialism	Careers-based		40	
	Higher Education		10	
	Leadership & Management		2	
Accreditation	L6		39	
	L7		7	
	Non-accredited		6	
Progress	In progress*		17	
	Complete		35	
		[Just complete		10]
		[Summer complete		19]
		[Spring complete		6]
Careers Leader institution	Academy secondary		24	
	FE/Sixth form college		11	
	LA secondary		9	
	Special School/Alternative Provision		6	

	Academy (secondary) boarding	1
	UTC	1
Management position	Middle	33
	Senior	18
	Multi-site	1
Total		52

* At the time of interview

Source: IES, 2020

Senior Leaders

The evaluation also included interviews with senior leadership colleagues of Careers Leaders. The aim of these interviews was to understand how the training has impacted on the school or college, and also to situate the findings in the unique context of the Careers Leaders' school or college. In total 13 interviews were achieved. Further to this, 18 of the Careers Leaders that took part in the research were members of their school or college senior leadership teams, providing additional insights from a senior perspective.

2   The Careers Leader training programme

2.1   Background

A key component of the introduction of Careers Leadership into English schools and colleges has been the provision of training and resources for Careers Leaders. While training has always existed for careers advisers, it has not been clearly focused on the leadership of programmes of careers learning in schools and colleges.[19] From the late 1990s some training for careers teachers and careers co-ordinators had been made available locally, but there was no clear national framework for provision.[20] Once the statutory duty for the provision of career guidance had been transferred to schools and colleges[21], the scope of the role of the careers co-ordinator grew, eventually becoming the Careers Leader role.[22] Yet, in this period there was very limited training and support available for the new Careers Leaders.

The recognition that the new arrangements for career guidance required increased leadership and capacity in schools and colleges led to the emergence of Careers Leaders and a consequent demand for further training and support. Teach First began to explore this area from 2014, first commissioning research on the role of teachers in delivering career guidance[23] and then piloting and launching a Careers Leader training programme.[24] The Teach First Careers Leader programme provided a model that the Government was keen to see implemented more widely. Consequently, the Careers Strategy made £4 million available for the training of Careers Leaders. The Careers & Enterprise Company was subsequently identified as the body to lead the development and commissioning of this training.

[19] Peck, D. (2004). *Careers services: History, policy and practice in the United Kingdom*. London: Routledge.

[20] Andrews, D. (2019). *Careers education in schools* (Second edition). Royston: David Andrews.

[21] Hooley, T. & Watts, A.G. (2011) Careers work with young people: Collapse or transition? Derby: International Centre for Guidance Studies, University of Derby.

[22] Andrews, D., & Hooley, T. (2017). '… and now it's over to you': recognising and supporting the role of careers leaders in schools in England. *British Journal of Guidance & Counselling*, 45(2), 153-164.

[23] Hooley, T., Watts, A.G. & Andrews, D. (2015). *Teachers and careers: The role of school teachers in delivering career and employability learning*. Derby: International Centre for Guidance Studies, University of Derby.

[24] Arad Research (2018). *Evaluation of Teach First's Careers and Employability Initiative 2016-18*. Cardiff: Arad Research; Hooley, T., Dodd, V. & Shepherd, C. (2016). *Developing a new generation of careers leaders: An evaluation of the Teach First Careers and Employability Initiative*. Derby: International Centre for Guidance Studies, University of Derby.

2.2   The Careers & Enterprise Company Careers Leader training programme

The Careers & Enterprise Company led the development of a training specification and established a fund to enable a wide range of providers to offer Careers Leader training. Although the original funding was intended to train 500 Careers Leaders, demand for the provision was greater than expected. A second tranche of funding was announced, which meant that the Careers Leader funding ultimately provided 1,300 places for Careers Leaders across England.[25]

The Careers Leader funding covered the cost of the training which was offered to Careers Leaders for free and a £1,000 bursary which the Careers Leaders' school or college could claim upon successful completion of the training. This bursary could be used for covering travel and subsistence costs; for paying for teaching cover; for careers-related activity at a later date; or for any other activity that the school deemed to be appropriate.

In contracting the provision, The Careers & Enterprise Company aimed to provide access to both local and national provision for Careers Leaders across the country and to allow Careers Leaders to choose among a range of different delivery options. The funding was also designed to give Careers Leaders the choice between non-accredited and accredited training with accreditation offered at both Level 6 and Level 7. The programme is currently being rolled out across England by 14 training providers with different backgrounds and approaches. In addition to the face-to-face training, The Careers & Enterprise Company worked with Teach First to develop a 12-hour online course as an introduction to knowledge, skills and key resources a Career Leader requires to plan to improve career guidance in their school or college.[26]

The Careers & Enterprise Company specified that the training programmes supported through the fund should provide Careers Leaders with:

■ the knowledge required to implement the Gatsby Benchmarks and promote different education and employment routes;

■ the ability to demonstrate behaviours of good leadership and management and consider how these can apply to leading careers provision in the school or college; and

■ the ability to develop their skills in the light of reflection, evaluation and new evidence.

The Careers & Enterprise Company also specified that the programmes should be designed to meet the following learning outcomes.

■ Describe the Gatsby Benchmarks, review the school or college's current level of implementation and set out a plan for taking these forward.

---

[25] See https://www.careersandenterprise.co.uk/schools-colleges/careers-leaders.
[26] See https://careersleadertraining.careersandenterprise.co.uk/.

- Discuss key aspects of career theory and how these apply to the design of a school or college's careers programme.

- Describe a range of different education and employment routes, and make use of career and labour market information.

- Discuss and apply relevant policies and frameworks for practice.

- Describe how to keep the school or college's programme up to date.

- Articulate and adopt the principles of good leadership and management, and consider how these can apply to leading careers provision in a school or college.

- Describe and perform the key roles and attributes that comprise careers leadership.

- Develop as a Careers Leader and develop the programme in the light of reflection, evaluation and new evidence.

The Careers & Enterprise Company also supported the training with a three-stage quality assurance process. At development stage this was to review the training programmes to ensure they would meet the above learning outcomes. During delivery observations of delivery took place and the Company kept providers up-to-date with regular updates to resources. The Careers & Enterprise Company also supported the review of the quality of the training by conducting a skills audit survey and collating feedback.

2.3   Providers

The 14 providers came from a range of different sectors:

- Seven were career specialist providers – six of these covered specific regions and one had national coverage; three offered accredited and non-accredited programmes, two offered accredited only and two offered only non-accredited training. All accredited training was at Level 6.[27] All offered mixed delivery of online and face-to-face sessions, and one offered a residential option.

- Five were universities – although based in particular location/region, several stressed they had a national reach. Overall, this group of providers tended to offer a wider range of provision, including both accredited and non-accredited training. Three offered accredited training at Level 6 and three offered training at Level 7 (the number of credits offered across these courses ranged from 20 to 60 credits). All offered mixed delivery and two offered a residential option.

- Two were specialists in leadership and management training – both had national coverage and offered non-accredited training. Both had mixed delivery of online and face-to-face sessions and one offered a residential option.

---

[27] These level 6 qualifications contributed credits towards the OCR Level 6 Diploma in Careers Guidance and Development, or the Diploma in Leadership in Careers and Enterprise.

2.4   Participants

Participants in the training reflected the varied backgrounds of Careers Leaders nationally with different levels of knowledge and experience of careers work and different levels of time for the role and influence in their institutions.

2.4.1   Knowledge and experience of careers work

The Careers Leader interviewees described their careers to date and their current role, and there appeared to be three different profiles of Careers Leaders depending on their experience of working in the careers field and whether or not they had formal training. These groups are described as: *old hands*, who have been doing the Careers Leader role for a while; *newbies*, who have recently moved into it; and *careers specialists*, who have transitioned into the role from other careers related roles. The profiles of Careers Leaders identified in this research broadly echoed the picture set out in recent research on the professional backgrounds of Careers Leaders, which found that half were teachers and a quarter were career guidance professionals with the rest from other professional backgrounds.[28] Across the interviewees, there was a wide variety in the extent of their careers experience with some having only one or two years' experience formally working in careers, while some of the most experienced had been working in the field for 35 years. Each of the three groups is described below.

Old hands

Many of the Careers Leaders who participated in the research were very experienced and had been working in careers and/or in the role of Careers Leader or equivalent for some time (upwards of 8 years). This was well before the training was developed, although they often took on the title of Careers Leader recently in line with the new requirements and language set out in the Careers Strategy. Many noted that they had received no formal training prior to the Careers Leaders programme but had gained insights and informal development on the job.

The *old hands* group also included many experienced teachers (although some in this group had entered education through other routes including administrative roles). They were often part of the middle or senior management team. Because of their experience, this group approached the training with a different understanding, set of skills and networks than others who were much newer to the role.

Several of the *old hands* also had wider strategic responsibilities and an interest in careers beyond their immediate school or college. This included involvement with: Local Enterprise Partnerships (LEPs); Employment and Skills Advisory Boards/Skills Advisory Panels; other local schools/colleges and Careers Hubs; membership of sector and professional bodies to represent careers issues, such as the Education Advisory Group

---

[28] Tanner, E., Percy, C. & Andrews, D. (2019). *Careers Leaders in secondary schools: The first year*. London: The Careers & Enterprise Company.

for Head Teachers, Careers and Development Institute (CDI), and The Careers & Enterprise Company's National Panel. One interviewee had been the Careers Leader for more than 25 schools and colleges across primary and secondary phases.

Newbies

A second group of Careers Leaders had less experience with careers (mostly with 1 or 2 years' experience) and also considered themselves to be less experienced. This group were often experienced teachers or school/college leaders, but again tended to have no formal training or qualifications in advice and guidance prior to the Careers Leaders training. They were instead learning on the job and through linkages with other colleagues with more direct practical careers responsibilities. For example, one interviewee noted how she had worked alongside another colleague in a careers role to gain experience, whilst one had managed the college's careers adviser for two years without having formal knowledge of careers.

Some **newbies** described how their involvement in careers had not necessarily been of their choosing. For example one interviewee noted how he had been a maths teacher for 10 years and was given the Careers Leader role by his school as a way to try and retain him, and although he had not particularly been seeking the role, he is enjoying it and has risen to the challenge. One interviewee noted how they *'sort of morphed into the role [of Careers Leader]'* when the qualified staff member left, and were *'given the black spot of being the one person leading careers in their institution with responsibility for meeting requirements and guidance'* (Careers Leader, L6, Accredited, Spring complete, Secondary Academy).

Another **newbie** had been working with a careers responsibility for less than 2 years, but previously had been working in media and communications. She described her transition as a 'baptism of fire'. She noted:

> *'[Responsibility for careers] had always been tacked onto a teacher. This is the first time the position has been taken by someone in a non-teaching role.'*

Careers Leader, L6, Accredited, in progress, State Boarding School

She thought that this was driven by the need for more time to dedicate to students and for external events. Another noted how when moving to senior management, careers became part of their remit, and when the school's specialist Careers Leader moved on, the interviewee took on this role due to pressures on budgets. This evolving of role or gradual enlargement of senior level remit to include careers was also reflected in the experience of other interviewees. In contrast to these 'accidental' moves into Careers Leader roles, several other **newbies** described a more purposeful move towards careers.

Careers Specialists

A third group of interviewees were qualified **career specialists**, often with extensive experience working for external careers providers, such as Connexions, local authorities or with schools and colleges as external or internal providers of career guidance. In their Careers Leader role, they tended to spend more time, and in some cases most of their

time, focused on careers and were heavily involved in delivery as well as strategy and coordination. These individuals either progressed within their school (promoted from within, for example, from work experience coordinator, counselling and mentoring, managing transitions between year six and seven, careers coordinator or careers adviser) and gaining qualifications along the way; or were explicitly recruited as experienced professionals to take the lead for careers in the institution, often in order to bring provision and coordination in-house.

One **careers specialist** described being recruited by her school as she was a trained guidance practitioner (with Level 4 NVQ) to be an operational Careers Leader and to help increase the school's performance against the Gatsby Benchmarks. Another noted how she had been employed by her school for 20 years, starting as a careers coordinator and now leading the school's work on careers full-time.

2.4.2 Time and influence

The Careers Leaders, who took part in the research, also reported considerable diversity in their position in the school and thus the positioning of careers in the institution and of their Careers Leader role (ie whether operational, strategic or both). Related to this was the number and range of other roles and responsibilities the Careers Leader had. These aspects factored into the degree of influence the Careers Leaders had within their institutions, and the time they had available to influence change.

The vast majority of interviewees were middle management level, often reporting to the senior leadership team [n=30]. A small group [n=3] described their role as being more junior in terms of assistant or support roles. A sizeable, though slightly smaller group, were senior managers within their institutions [n=18]. One interviewee, who was an Assistant Principal, noted how her school had made a strategic choice to give the Careers Leader role to a senior member of staff, so that the post holder would have authority in the school and would be 'listened to' which she noted was not always the case for Careers Leaders. In contrast, other interviewees noted how their roles were operational and so had no strategic responsibility or influence; sometimes this was because the school had split the role to create a strategic lead and an operational lead.

It was rare for the Careers Leader to solely look after careers, and the additional roles and duties included: Deputy Head, Assistant Head, faculty lead, head of year, head of sixth form, programme lead (e.g. PSHE), Personal Assistant to the Vice Principal, managing safeguarding, overseeing options, determining/developing curriculum, timetabling, learning resources, KS4 lead, pastoral care/support, counselling, academic progression and subject teaching. This echoes previous research which found that the average Careers Leader spent between 13 and 15 hours a week on their careers responsibilities (this was an increase compared to 7.4 hours in 2009).[29] Within this research, the time available to Careers Leaders to spend on their careers remit reflected the size and type of institution, with more time available to those in FE and larger institutions – several

---

[29] Tanner, E., Percy, C. & Andrews, D. (2019). *Careers Leaders in secondary schools: The first year*. London: The Careers & Enterprise Company.

interviewees from FE colleges had 20 per cent or more of their time for the Careers Leader role; another with Careers Leader responsibility for a large secondary and two primary schools was working in the Careers Leader role full time.

Although Careers Leaders reported that they had limited amounts of time to devote to Careers Leadership they also reported that the role was demanding and included a wide variety of jobs. Careers Leaders reported that they were involved in a variety of duties, such as: co-ordinating external events/after-school activities, organising work experience and/or enterprise activities, collating and analysing student destinations data, supporting post-16 applications and transitions, having responsibility for Matrix and QICS awards, and, for those in larger institutions, managing careers advisers/careers team.

The statutory guidance, the Gatsby Benchmarks and greater focus from Ofsted has placed greater emphasis on careers. Several noted how the time required and generally given to spend on their careers work has been increasing in line with policy and increased external scrutiny, although arguably from a low starting base line.

As noted above, there was a group of interviewees (**careers specialists**) who were qualified and experienced careers professionals, and these were able to dedicate all or most of their time to careers work. But it is important to recognise that this included the delivery of careers advice and other services as well as their role as a Careers Leader.

2.4.3 Motivation to take part in the training

Awareness

Interviewees were made aware of the training through a range of means, but their connections to The Careers & Enterprise Company and their local Careers Hub were particularly critical. Individuals became aware of the training through The Careers & Enterprise Company website, conferences or newsletters, or direct contact with The Careers & Enterprise Company, their Careers Hub, LEP Enterprise Adviser or Enterprise Coordinator. One interviewee noted that she had received an email from an Enterprise Adviser which she followed up to gain further information. Enterprise Advisers and Enterprise Coordinators were a good source of more detailed information and encouragement for several interviewees. Senior leaders, such as their Head or Head of Sixth Form, were also a source of information about the training for interviewees, as were wider networks, such as the Career Development Institute (CDI), Head Teachers Advisory Group, local groups of schools/colleges, LEP or local authority networks (often gaining word of mouth recommendations from others who had attended the training). In a few cases, Careers Leaders only knew about the course that they had enrolled onto and were not aware of other choices they could have made.

Attraction factors and motivations to take part

The feedback from Careers Leaders suggests that the different groups (the **old hands**, the **newbies**, and the **careers specialists**) shared similar motivations and thus expectations for the training. They wanted to understand the role, gain new insights and

ideas to support improvements in their schools/colleges, build/extend networks (and combat isolation), legitimise time spent on careers work, legitimise the role of Careers Leader (and signal their qualification for the role), and further their professional development and follow interests. However, there were some nuanced differences as explored below.

The **careers specialists** were experienced and knowledgeable (but not always qualified) in the field of careers and careers work in schools and colleges, and so tended to feel confident and comfortable with many of the topics covered by the training. For this group, the training was seen as a way to continue with their professional training (CPD) (which some felt was rarely offered), a way to further their networks, and often to share their experiences in order to help others or to gain fresh insights and share resources. However, this group were still keen to gain further insights into and deepen their knowledge of specific areas, such as embedding careers into the curriculum, about good sources of labour market information (LMI), programme sustainability, and evaluation approaches. These Careers Leaders wanted to do the training to check that they were doing what was required to meet the benchmarks and the statutory guidance. Committing to, and participating in, the training was also regarded by some as endorsing their careers work, essentially giving themselves time to commit to their careers responsibilities:

> *'dedicate more time and to really properly have a good look at the strategy and how we are meeting the benchmarks…to take time out of the area and the school…to moderate what I was planning, force myself to review the strategy, to do a full review and to re-plan. To force me to do it. It is like whack-a-mole, other things pop up all the time. It was about forcing myself and putting time in the calendar to do this.'*

> Careers Leader, Non-accredited, Summer complete, Secondary Academy

Among **old hands**, some felt that the training helped to validate their work and position and standing in their institution.

> *'Really, it's about my professional standing in the role, and having a higher-level qualification to signify that.'*

> Careers Leader, L7, Accredited, Summer complete, Secondary Academy

Those with less experience of careers (**newbies**) were motivated to undertake the training in order to support their personal development and specifically to help them in their Career Leader role and to understand what was required of them and, in this way, help their school/college to move forward, make improvements and offer better careers provision.

> *'I was conscious I was in a new post, the role of Careers Leader was new to me, so from my own up-skilling it seemed a good thing to do …and to support the team I was now managing as well. I wanted to grow in confidence, get reassurance and reaffirm that the college plan and practice was in the right direction. Also, I wanted to share experience with other like-minded colleagues.'*

> Careers Leader, L6, Accredited, in progress, FE

The training was also seen as a way to validate the role/raise the standing of the role in the school or college and also their standing in the institution, giving them the knowledge and confidence to perform the Careers Leader role, including making decisions about careers strategy and being able to justify recommendations to staff, to senior management and Ofsted.

Again, having time to dedicate to the role through the training was also appreciated; as was the opportunity to network with other Careers Leaders (as this group were less likely to have built such networks) and thus combat the potential isolation of the role and gain insights/ideas from others.

These motivations were also reflected in the feedback from Senior Leadership Teams who had signed off on the training for their Careers Leaders. Here SLT interviewees talked of the benefits for the individual Careers Leaders in terms of furthering their personal development, knowledge, confidence and interests, expanding their expertise and influence, building their networks, and aiding their understanding of the challenges and opportunities for careers work in their institution. The Careers Leader training was seen as particularly helpful to those who were new to the role (and with limited career experience).

Benefits for the school/college (and thus expectations) were also acknowledged and were seen in very practical terms, such as: ensuring appropriate action plans were developed, improving knowledge of careers provision and best practice, learning how to make progress against the Gatsby Benchmarks, establishing standards, ensuring provision meets requirements (the benchmarks), supporting innovation, and helping the school/college to be 'ahead of the curve'.

> *'I feel that having a strong Careers Leader with a good knowledge of the challenges and opportunities of implementing the new careers framework within the college would help this knowledge to flow down to other staff and create a cohesive approach to implementing a new careers plan. It will also give the greater credibility with both students and senior staff which could ensure that the new framework is successful …The college were keen for the Careers Leader to attend as we wanted to be known as a college with excellent careers provision, and wanted to further staff understanding of the Careers Leader role and the new careers framework.'*

> Senior Leader, Non-accredited, Summer complete, FE

Choosing a provider

Once individuals expressed an interest in the training they were sent a list of options (The Careers & Enterprise Company training comparison guide[30]) and brochure so they could choose a provider and course. There were several aspects influencing interviewees' choices of provider and course and these were often weighed up against each other. The

---

30

  https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1274_careers_leaders_training_course _sheet_updated__0.pdf

wide range of factors influencing choices indicates how the flexibility offered across the programme was appreciated, and usually allowed individuals to find a course that suited them. Key factors included the following.

■ Convenience in terms of **location** and transport links was often a primary factor in choices. Here interviewees talked about the importance of central locations, locations that were easy to drive to or close to train stations. This meant interviewees often attended courses within an easy commuting distance, and so could be learning alongside people they already knew which was regarded as a benefit. A few interviewees chose courses much further away (that offered other factors that were important to them) and felt they benefited from mixing with others from outside of their locale:

'I wanted to go to a different area, to not see the same faces that I normally interact with at training days etc., to get a broader understanding of what other practice looks like. So I was really open for travel to meet others.'

Careers Leader, L6, Accredited, in progress, SEND Academy

■ **Level** and whether the course was accredited or not (see below), also tended to be a key and over-riding factor in the choice of course.

■ Convenience in terms of **delivery times and methods**/channels and thus fit with other commitments and expectations. The choice for participants included weekend delivery, full day or half day or two back-to-back days (in addition to the online only training). Face-to-face delivery was particularly appealing to interviewees (reflecting the make-up of interviewees in the sample) precisely as it offered opportunities to interact/mix with other Careers Leaders and share experiences:

'I like the opportunity to network with like-minded people, as being a Careers Leader can be isolating. I like to bounce ideas off each other... The networking was invaluable.'

Careers Leader, L6, Accredited, in progress, Secondary Academy.

■ **Duration**. Some interviewees noted how they chose a course because it would start and finish relatively quickly and this fitted in with their time constraints, whereas others liked the fact that the course they chose was spread out over time.

■ Standing and **reputation of the provider**. Some interviewees took into account the perceived reputation of the training providers. The providers included the professional body for careers professional, higher education institutions that offer post graduate degrees in careers guidance, and teacher professional development organisations, that participants were aware of. The perceived standing of the provider could influence the 'value' of the qualification obtained from the course as well as the experience on course. One interviewee also noted how the standing and reputation of the provider made it easier to get their Senior Leadership Team to sign off the training.

■ **Experience** of and/or positive interaction with the provider. Careers Leaders were able to contact the providers prior to signing up to the course to understand more about their provision, for some this interaction helped their decision-making. For others, they had

worked with the training providers before in some capacity and were aware of their standards.

■ **Word of mouth**. A small number of interviewees spoke to colleagues in other schools and colleges and were recommended a course.

■ Mix and/or **balance of practical training and theoretical underpinning**. Some were particularly attracted to the practical aspects, such as developing action plans, whereas others found the theoretical work appealing (enabling a deeper understanding of career guidance). One interviewee noted:

'I thought the training would be really applied and practical that I could take back into the role. I thought, being a new role [...] that the training would be more training, rather than just regurgitating facts and figures and being totally irrelevant to the role. I had hopes it would be sharing of ideas, sharing of specifics, something that would help me in my role, my school and ultimately help the students in their careers'.

<div align="right">Careers Leader, L6, Accredited, in progress, Secondary Academy</div>

Importance of fee waiver and bursary

The fact that the training was free of charge and offered a bursary was often promoted to Careers Leaders interviewees by their Careers Hub or training providers. For the vast majority of these interviewees this helped make the training attractive and accessible, and could act as a major motivator (or facilitator) to take up.

The Careers Leader interviewees noted how the fee waiver was important and indeed for many even essential, as there tended to be limited or no money/budget for external training or for careers work – this was in a context where school and college budgets were often strained. This meant that without the waiver individuals might have had to pay for it themselves (making such CPD prohibitive) and/or would have struggled to get senior level sign off. The waiver was important; although Senior Leadership Teams might feel the training would be useful, the training was not perceived as mandatory. No Careers Leader interviewee indicated with certainty that they would have been able to do the training had it not been free.

One interviewee noted that they had been a 'very early' adopter and signed up to the training as soon as they heard about it. They noted how they had been turned down for training previously because it had not been funded, and the school did not have the budget to pay for such a high cost course.

'They just couldn't invest in that lump sum, it would have had to come out of the careers budget and the call just wouldn't have been made to take it away from students to spend on developing myself'

<div align="right">Careers Leader, L6, Accredited, Spring complete, Secondary Academy</div>

The £1,000 bursary was also highly important for a large group of interviewees. For many this bursary was less critical than the fee waiver, so acted as a bonus and added attraction rather than an essential requirement for participation. This appears to be largely driven by the timing of payment (on completion of training). The bursary (or promise of the

bursary) could help to gain support from senior management particularly if the training involved taking time out from school or college. The most common uses were to:

- cover travel and subsistence in attending the training, which was particularly important to those travelling some distance for their course and thus less relevant for those on very local courses;

- provide staff cover whilst the interviewee was attending the course or doing related work, such as completing assignments (particularly for, but not limited to, those with teaching responsibilities), although interviewees noted they spent a considerable amount of their own time on the training outside of working hours which therefore did not need to be covered. One interview noted:

'I am in a non-teaching role, so there was no need to pay for formal cover through the bursary, but because I did my assessment work during the day, as I don't have a computer at home, the bursary meant I could free up my time to complete my assignments during working hours without causing friction with my line manager. It gave me freedom to sit for an hour, take the phone off the hook and focus'.

<div align="right">Careers Leader, L6, Accredited, Spring complete, Secondary Academy</div>

- support on-going careers events, such as career fairs, speakers, etc.

Other uses were to support future careers projects, including purchasing technology for the careers library; help towards topping-up the training to achieve a full diploma; attend networking events such as the CDI conference; and support training for wider staff. One member of the Senior Leadership Team who approved the training noted that they had been able to pay for an external trainer to deliver a training session to staff:

'The bursary was used to train 80 staff to improve their understanding of successful career conversations and to generate enthusiasm. This has had a big impact on careers in the college by improving staff knowledge and buy-in'.

<div align="right">Senior Leader, Non-accredited, Summer complete, FE</div>

There was some feedback that the process for claiming the bursary and the timeliness of payment was challenging (as it cannot be claimed until the training and related assignments have been completed); and some had not been made aware of the bursary at all. Thus, for a small group, the bursary had not been helpful (but could have been). This was addressed by The Careers & Enterprise Company, who later directly communicated with applicants about the bursary and worked with providers to better promote the bursary.

Feedback from the Senior Leadership Team sponsors also reflected the importance of the fee waiver in being able to support/enable their staff member to attend the training. However, their responses are perhaps less passionate than those of Careers Leaders, with some noting that the fee waiver was not essential or not important in the decision to support the training.

3   Delivery

This chapter outlines findings relating to the implementation of The Careers & Enterprise Company Careers Leaders training programme, including experiences of recruitment and effective delivery.

3.1   Recruitment, drop-out and completions

Data analysed by The Careers & Enterprise Company up to 14 February 2020 on starts and completions shows that 245 participants have successfully completed the Careers Leaders training; a further 290 have successfully completed the training and have completed the necessary paperwork to have received the bursary payment. In addition, 590 had begun the course, but not yet completed (thus recorded as 'in progress'). This totals 1,125 participants to date. Careers Leaders are able to register until the end of March 2020 and complete before November 2020. By the time of publication, the target of 1,300 participants had been reached.

Recruiting viable cohort numbers to begin with proved to be difficult for many providers as they were delivering in new areas where they did not have existing contacts and were reliant solely at that time on the applications that came via The Careers & Enterprise Company, which resulted in some early delays to training. Despite this, providers with existing contacts and networks found marketing to potential learners to be straightforward. Large providers, such as universities and well-established providers, found marketing the training to be positive, usually because they were able to utilise their communications or marketing department to recruit.

There were few concerns regarding drop-out rates, and providers felt they were suitably flexible in order to accommodate any changes that Careers Leaders needed, for example switching from an accredited to non-accredited course or switching to a later cohort. The Careers & Enterprise Company specified contractual arrangements, which made schools and colleges liable for costs if Careers Leaders did not engage with the course. Providers reported that this contractual obligation was influential and helped to ensure engagement and reduce drop-out. Participant data from The Careers & Enterprise Company shows the main reasons that individuals withdrew from their courses were due to: pressures of work (school resourcing and inability to take time out from their role), leaving their post, and in some cases participants dropped out or switched courses due to the pressures of the workload associated with the Careers Leader training. Overall, these withdrawals did not prevent the provision from reaching the target of 1,300 participants.

The majority of Careers Leaders became aware of the training opportunity through The Careers & Enterprise Company outputs, namely through mail outs, newsletters, conferences and their website and social media. Other Careers Leaders became aware

through their local Careers Hub, local Enterprise Co-ordinators, the Careers and Development Institute (CDI) and existing social networks. Careers Leaders were able to explore an online catalogue of provision and choose a suitable course. In a few cases, Careers Leaders only knew about the course that they had enrolled onto (which they found out through existing relationships with providers) and were not aware of other choices they could have made. The Careers & Enterprise Company tried to mitigate against this by sending applicants copies of the provider catalogues.

For most Careers Leaders, enrolment was a straightforward process. The Careers Leaders had to apply to The Careers & Enterprise Company for the training and have this application sponsored by a senior colleague. Many Careers Leaders noted the importance of support from their senior leadership team (SLT) and the fee waiver in ensuring the signing off process was efficient. Careers Leaders either applied for the training through The Careers & Enterprise Company and were contacted by relevant providers, or contacted the providers themselves. However, a few Careers Leaders did experience issues as a result of initial teething issues for providers, for example, a small number of Careers Leaders were provided with incorrect or late training timetables by a provider, which resulted in missed sessions.

3.2   Training approach

The contracting approach taken by The Careers & Enterprise Company resulted in a wide choice of provision. Accredited training programmes were comprised of Level 6 and Level 7. Non-accredited training programmes mirrored accredited content without assessments, in that non-accredited courses were identical in provision and included all modules as in the accredited versions, excluding assessments or self-directed study. Careers Leaders appreciated this variety, when determining which course to enrol onto.

Whilst there were some differences between providers, approaches to training were similar across the board. Many providers opted for a blended learning approach in which face-to-face learning was the dominant method of learning, supplemented with online learning in the form of platforms and resources. Some providers offered a limited platform for learners to access resources and upload their assignments, whereas others offered a more substantial platform in which learners could complete tasks and learn online. In addition, certain providers offered learners opportunities to have one-to-one meetings with tutors, usually over the phone but sometimes through platforms like Skype, in order to review assignments and progress, and sometimes offered opportunities to visit their school/college. Across many courses, the use of reflective logs was encouraged and sometimes formed a part of assessments in addition to assessed portfolios.

Learning outcomes were set by The Careers & Enterprise Company in order to guide training programmes. The vast majority of providers had existing experience in delivering either the proposed training or similar training, which providers felt they could use effectively when designing and implementing the training programmes. Training providers therefore often adapted existing materials they deemed to be relating to these learning outcomes. In order to adapt to cohort requirements, many training providers encouraged feedback from Careers Leaders and were proactive in making adjustments to their

programmes. Some noted they had made content and course organisation changes in order to better suit cohorts and ensure positive experiences. Providers made changes in response to learner feedback collected after teaching and using end of module evaluations.

Examples of the way that providers were adapting their provision to the cohorts included one provider who changed small aspects of the lesson plans to ensure content flowed well. For example, they moved a 'widening participation' module from an earlier day to the 'resources' module (day 3) and made continual tweaks to meet needs of particular learners (eg from special schools). The same provider also made tweaks to the training in response to learner feedback that they sometimes felt overwhelmed when receiving large workshop handbooks on the day of training. The provider therefore began emailing handbooks in advance to ensure understanding and confidence in content discussion. Similarly, another provider described how they altered the focus of one of their courses when the participants were mostly new to the role of Careers Leader and thus used the training more as an introduction to the role.

3.2.1 Effective delivery

The results of the skills audit of training participants show that over 90 per cent (91%) of participants are either satisfied or very satisfied with the overall training programme and the majority found that the course met their expectations. Interviews with participants and training providers identified several aspects of the provision that they thought worked well and were perceived as key strengths of the training programme: quality of teaching; peer learning and support; the delivery approach; and support from providers and their colleagues.

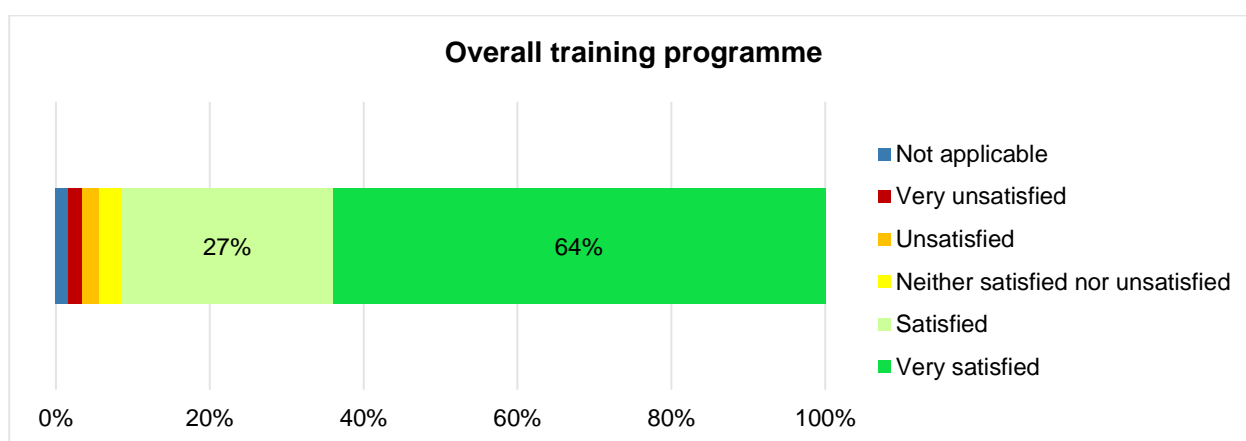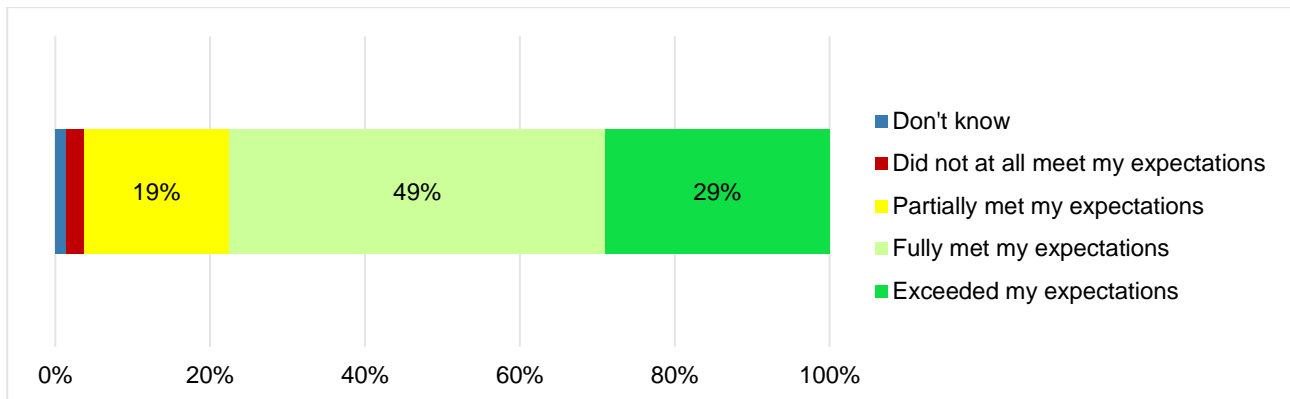**Figure 1 Overall satisfaction with the training programme**

The Careers & Enterprise Company, 2020

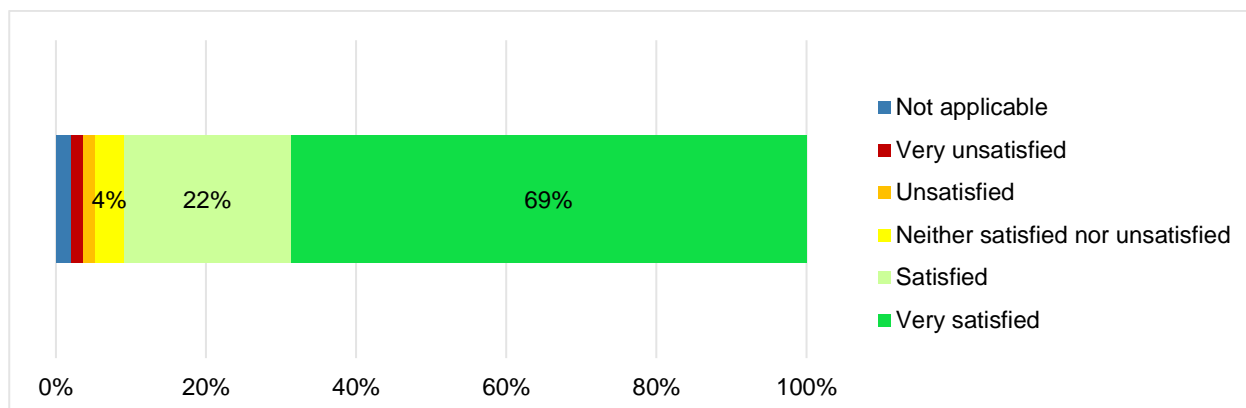**Figure 2 To what extent the training met their expecations**

The Careers & Enterprise Company, 2020

Quality teaching

In the interviews training providers from all specialisms highlighted quality teaching as a major strength of their delivery. Training providers reported that delivery staff were qualified and experienced teachers with strong groundings in the field. This allowed them to deliver the training effectively to Careers Leaders from diverse backgrounds and ensured that the training met all learning outcomes. Training provider interviews also suggested that quality training staff enhanced other effective elements of delivery, such as peer learning and effective support for Careers Leaders.

This view was mirrored in Career Leader interviews, with Careers Leaders commonly identifying delivery staff as a key strength of the training. A number of Careers Leaders across training providers described delivery staff as knowledgeable, experienced and engaging. Careers Leaders especially appreciated delivery staff who had relevant practical experience of careers provision as they were seen to be 'more in touch' with their experiences and the practical application of course content. Delivery staff were often credited by Careers Leaders with making the course engaging and accessible to diverse cohorts, for example, by tailoring content and teaching methods to each group (as reflected in the comments from training providers above). Delivery staff were also acknowledged for contributing to other key strengths of the training, such as peer learning, provider support and successfully blending delivery methods.

The skills audit data supports this with approximately 90 per cent of respondents being satisfied or very satisfied with the quality of their tutors.

Figure 3 The overall quality of your tutor/instructor

Legend:
- Not applicable
- Very unsatisfied
- Unsatisfied
- Neither satisfied nor unsatisfied
- Satisfied
- Very satisfied

Values shown: 4%, 22%, 69%

The Careers & Enterprise Company, 2020

Peer Learning

A number of training providers identified the opportunity for peer learning among Careers Leaders as a main strength of delivery. This included class discussions and group work, but training providers noted that this also extended to Careers Leaders creating communities of practice that lasted beyond training delivery, for example, Careers Leaders meeting in person and contacting each other online to discuss the course, share resources and provide support. Peer learning and support frequently took place on social media with Careers Leaders creating WhatsApp and Facebook groups, including a national Careers Leader Facebook group drawing Careers Leaders from across different providers. In addition, providers across the board promoted the CDI's community of practice for Careers Leaders. Many training providers highlighted that this peer learning was facilitated by face-to-face sessions, small yet diverse cohorts, and skilled delivery staff able to tailor the course content and enable productive discussions.

The mix of attendees on each course was particularly effective at generating successful peer learning. Providers noted that each course tended to have a diverse mix of attendees in terms of experience, school context, seniority and role. This mix was felt to be productive as it: allowed Careers Leaders to learn from sharing their experiences of practice with those working in different contexts; could help to overcome the isolation associated with career provision in schools and colleges; and help Careers Leaders to gain an understanding of and confidence in the new role by sharing common experiences and struggles. However, a few training providers noted concerns over unintended plagiarism resulting from Careers Leaders sharing resources online and working on assignments collaboratively.

Peer learning also emerged as a key strength of training delivery in Careers Leader interviews. As reported earlier, this was a motivating factor for many Careers Leaders to undertake the training, with the training providing opportunities for peer learning in line with participants' expectations. Many Careers Leaders noted the benefits of sharing ideas, resources and experiences with others on the course. A number of Careers Leaders discussed how hearing about others' on the ground experiences contributed to

understanding and improving practice. Peer learning was identified by some participants as particularly useful in this training due to the nature of the Careers Leader role. Mirroring training provider views, Careers Leaders appreciated that peer learning could overcome some of the isolation of the role, and helped them to understand and define what it meant to be a Careers Leader. Many Careers Leaders noted that peer support was facilitated in face-to-face sessions through group work and class discussions, with some highlighting the role of delivery staff in making peer learning successful. This was identified as a source of engagement during face-to-face teaching by Careers Leaders.

Careers Leaders of all levels of experience valued peer learning and highlighted it a strength of the training. **Old hands** were most likely to name peer learning as the main strength of the course, whereas for **newbies** and **careers specialists** this was secondary to course content and quality teaching staff. As with training providers, Careers Leaders noted that the diverse mix of training participants enabled this successful peer learning, while a few also noted that attending training outside of their region enabled them to meet new people and removed the pressure of competition, allowing them to be more open when sharing experiences (reflected in their decision making about which course to choose, as noted above).

Delivery Method

Another strength of the training that was identified by both training providers and Careers Leaders was the mixed delivery method. The training courses were predominantly delivered through a mix of face-to-face teaching days and independent learning, often facilitated through online platforms. Most providers found this delivery method effective, with many naming it as a main strength of their delivery. A number of training providers highlighted that the mixed delivery allowed them to be flexible to the diverse needs of learners. Providers reported that the face-to-face element allowed for interaction and peer learning, which some identified as a key source of engagement for Careers Leaders. Online elements and independent learning helped to make the training more accessible, especially as many Careers Leaders had (or chose) to travel to attend face-to-face sessions. Most providers reported that they had blended these elements well to deliver a coherent course that is flexible to participant needs.

In the skills audit, the training programme structure, delivery and number of contact hours were all well received: 90 per cent of participants were either satisfied or very satisfied with the training programme; 87 per cent were either satisfied or very satisfied with the delivery of the training programme; and, 84 per cent were either satisfied or very satisfied with the number of contact hours, as seen below.
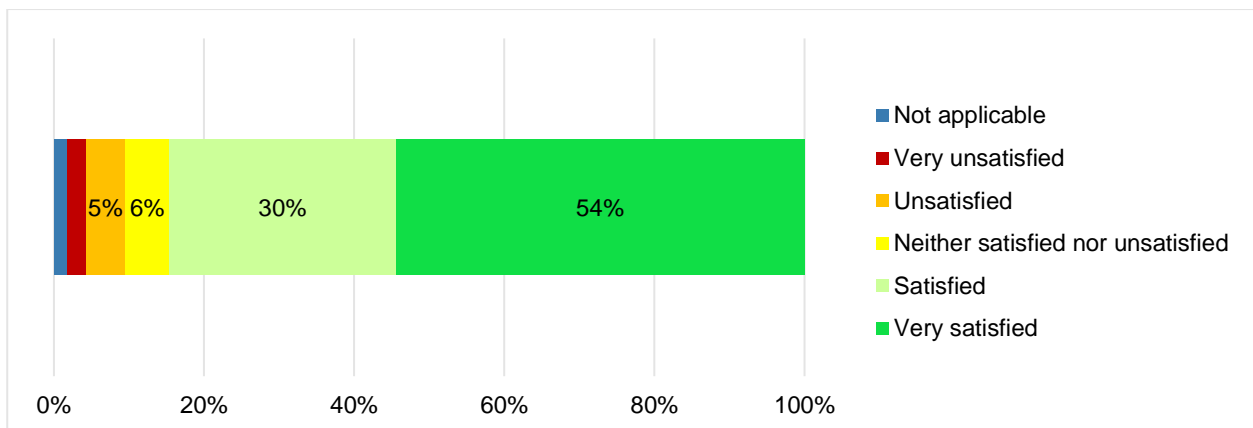
Figure 4 Training programme structure
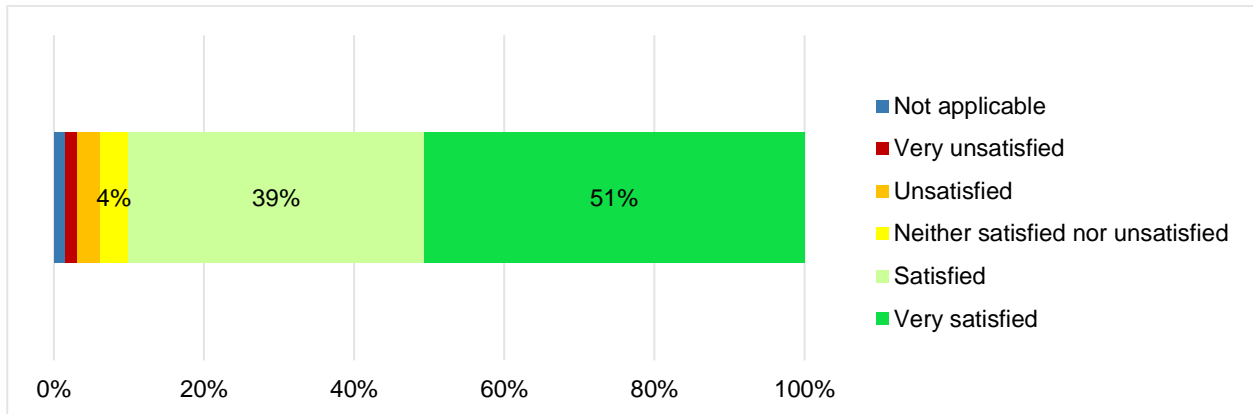
The Careers & Enterprise Company, 2020

Figure 5 The delivery of the training programme (ie pace and length)
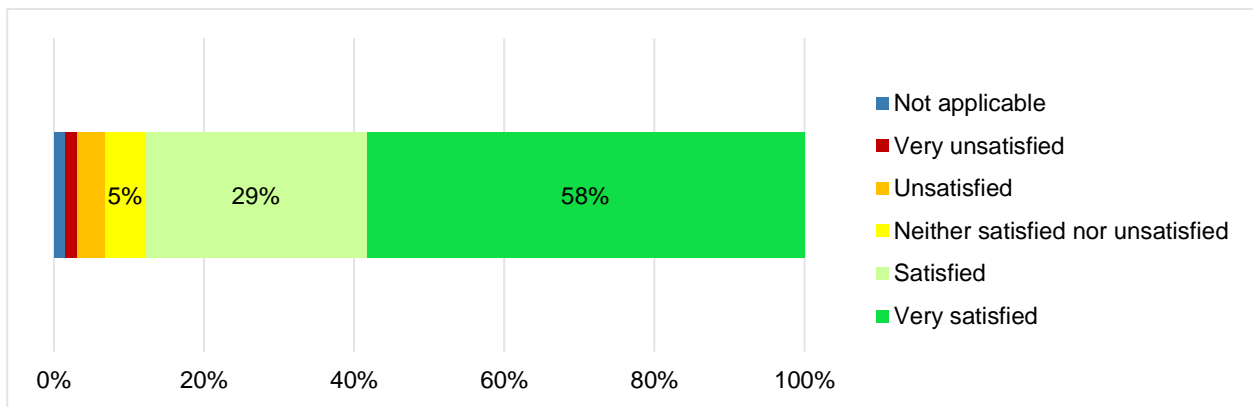
The Careers & Enterprise Company, 2020

Figure 6 Number of contact hours (ie training delivered face-to-face)

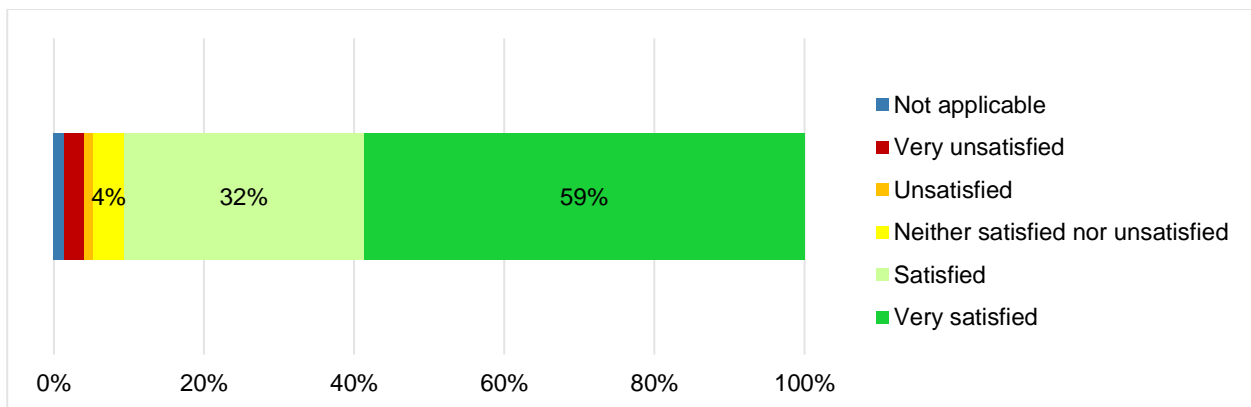*The Careers & Enterprise Company, 2020*

Interviews with Careers Leaders also suggested that participants found the mixed delivery method to be a strength of the training. Many Careers Leaders reported that the focus on independent learning and availability of online resources made the course accessible, while face-to-face teaching was widely identified as producing engagement and motivation, as well as providing opportunities for networking and peer learning.

Content

Many training providers highlighted the content of their course as a strength of delivery. The course content was widely seen as successfully providing Careers Leaders with the skills and knowledge needed to be effective in the role. There are some differences across provider types in their views around what aspect of the content is most effective. Some higher education institutions (HEIs) reported that the strength of their course content was that it went beyond teaching how to perform the Careers Leader role to critically exploring theory and history of careers provision. This was especially identified as a benefit of accredited courses. On the other hand a few careers-based providers said that their practical and applied approach (especially for non-accredited courses) was particularly effective.

In the skills audit data, over 90 per cent (90.7%) were satisfied or very satisfied with the training programme content.

Figure 7 Training programme content

Legend:
- Not applicable
- Very unsatisfied
- Unsatisfied
- Neither satisfied nor unsatisfied
- Satisfied
- Very satisfied

Bar values: 4%, 32%, 59%

The Careers & Enterprise Company, 2020

Most Careers Leaders also reported that the content of the training was useful and of a high standard. Careers Leaders enjoyed the mix of theory, research, evaluation and practice, which all improved their knowledge and confidence in the role. Careers Leader feedback suggests that content worked best when it is practical and applied to the role. Specific examples of this included positive feedback on modules and assignments covering: strategic planning; the Gatsby Benchmarks; auditing; and understanding the role. Yet many Careers Leaders also highlighted modules on theory and history of careers as a particular strength of delivery and one of the most engaging aspects of the course.

The majority of Careers Leaders reported that the level of the course was accessible. **Old hands** and **careers specialists** were most likely to report that the course content was

accessible, with many reporting that their previous qualifications and experience helped them to understand theory and meet academic expectations. Some **newbies**, without this background, initially found the course challenging, but with support from their peers and training staff most learned a lot and ultimately said the training was pitched at a good level.

Support from training providers

As well as quality teaching, many training providers identified support provided by delivery staff as a strength of delivery. Most training providers reported that their participants were happy with the support that they provided, with many receiving positive feedback around support given. This support primarily took the form of one-to-one support from delivery staff, both through scheduled tutorials and informally through phone and email. Training providers said that this was successful as it allowed support to be personal and tailored. HEIs also provided support through their institutional resources, for example through student support services, and resources supporting academic skills. For careers based training providers, support was provided primarily via the tutor, so support offered would depend on individuals. One careers based provider assigned each participant an assessor to provide one-to-one tailored support, which included securing adjustments for learners with special educational needs, which was identified by the provider as a successful approach to student support.

Careers Leader interviews echoed many of these points. Careers Leaders reported that most support took the form of one-to-one contact with training staff over the phone or via email: this was well received by Careers Leaders of all levels of knowledge and experience. Many Careers Leaders reported that training staff were accessible, quick to respond and provided useful practical support, frequently going above and beyond to help. In the skills audit, face-to-face support was better received than online support, with 87 per cent either satisfied or very satisfied with face-to-face support and 79 per cent either satisfied or very satisfied with online support.

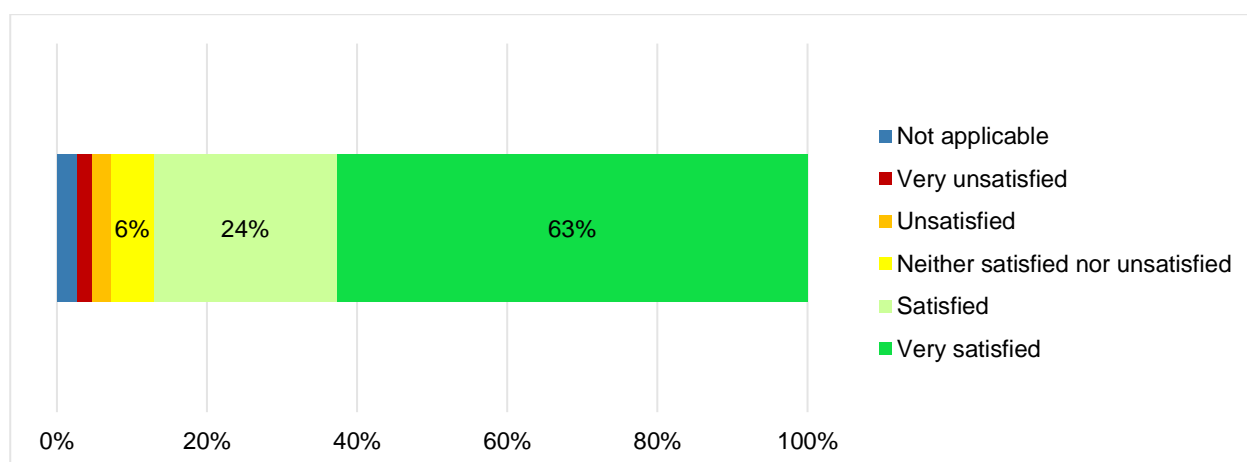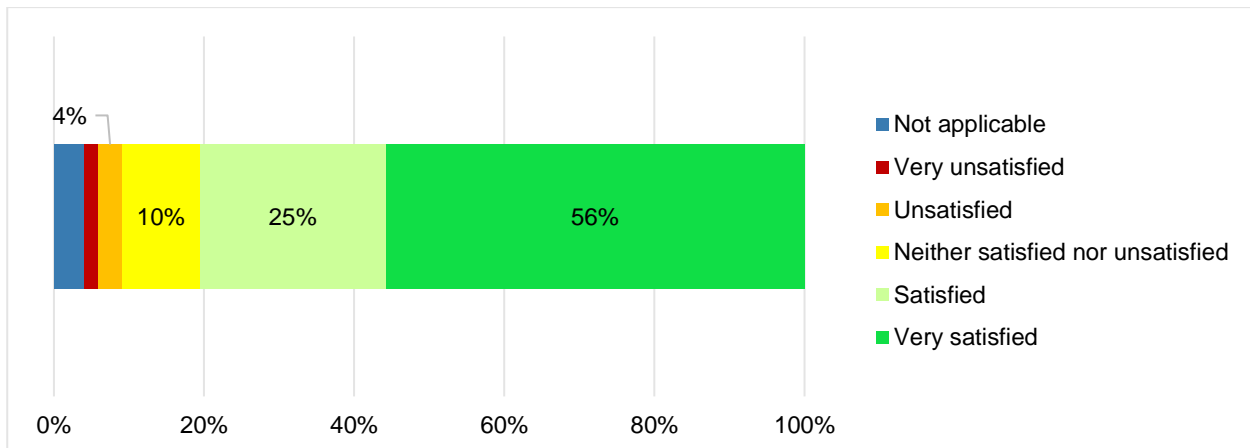**Figure 8 Face-to-face support from tutors/instructors**

The Careers & Enterprise Company, 2020

Figure 9 Online support from tutors/instructors

The Careers & Enterprise Company, 2020

The interviews highlighted that most Careers Leaders appreciated the direct, personal support from the training provider staff and used it for help with assignments and understanding content. One-to-one tutorials were mentioned less by Careers Leaders, with many Careers Leaders aware of this form of support but choosing not to access it, as they preferred accessing support over phone or via email. A few **old hands** reported that they did not need to access support but were aware that they could contact training staff informally or arrange a one-to-one meeting, if needed. Some providers helped Careers Leaders to prepare assignments, which was well received. Many Careers Leaders reported receiving prompt and useful feedback on assignments.

Resources

Course resources were identified by training providers and Careers Leaders as relevant and of high quality.

Training providers noted how they primarily offered resources online with some hard copies on face-to-face training days. Most providers said that The Careers & Enterprise Company resources were useful, of good quality and sufficient for the needs of the course. They felt that their resources were broadly well received by Careers Leaders.

Careers Leaders reported receiving a variety of resources throughout the course. Most received paper resources on taught training days, such as print out of slides, templates and frameworks, work sheets, readings and The Careers & Enterprise Company hand outs. The majority of Careers Leaders also had access to a broader range of online resources, often accessed through portals such as OneDrive. Some courses also used their online portal to signpost to resources in a variety of formats, such as power points, text based resources and videos. Careers Leaders appreciated this, as it allowed them to use the resources that best matched their learning style.

There was no clear cut preference for when materials were received with some Careers Leaders preferring to receive all resources at the start of the course and others weekly.

This largely seemed to depend on personal preference. However, most Careers Leaders preferred to receive resources in advance of taught sessions so that they could prepare.

The skills audit data relating to quality of training materials again shows high levels of satisfaction, with 89 per cent of participants either satisfied or very satisfied with the quality of the materials.

Figure 10 The quality of the training materials provided
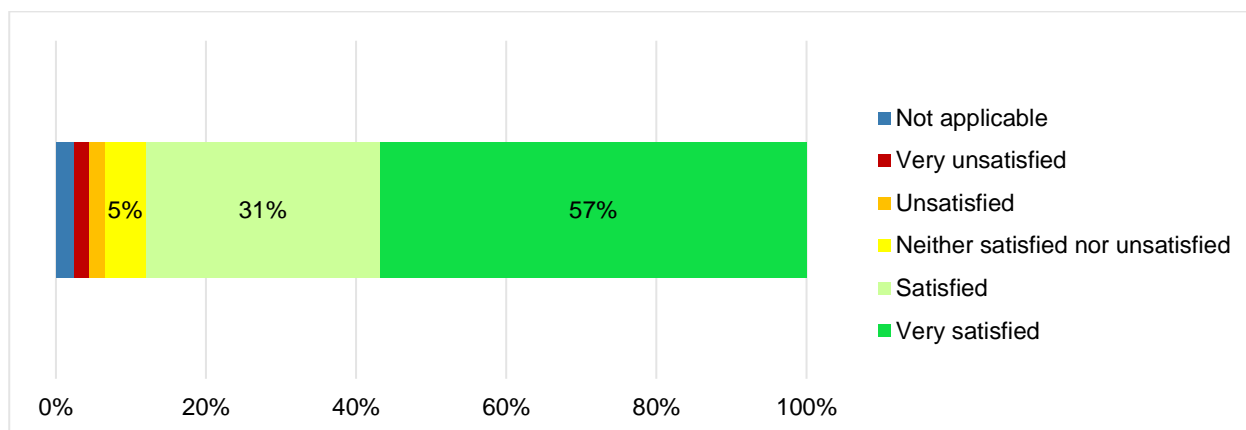
The Careers & Enterprise Company, 2020

Accessibility

The majority of Careers Leaders reported that the training was accessible in terms of location time and level, as The Careers & Enterprise Company intended. Most were able to attend the training in a convenient location. While some had to travel a significant distance to attend, most said that the quality of the training made this worthwhile. In particular, these Careers Leaders highlighted the benefits of meeting Careers Leaders from outside of their region and gaining access to new groups and resources, with a few specifically choosing to attend training outside of their area for this reason. Training locations tended to have good public transport links, which improved accessibility for those travelling long distances. Most Careers Leaders reported that they did not have to wait for a course in a suitable location.

Most Careers Leaders across training providers reported that the training was of a feasible length of time to commit to. This was mirrored by SLT members feedback, with most reporting that the time Careers Leaders spent away from the school/college was feasible. While this did impact schools and colleges, all SLT interviewees reported that Careers Leader time away from the role was justified by the impact of the training. When Careers Leaders were unable to attend a session, they were well supported by providers. Most offered in depth one-to-one meetings to help Careers Leaders catch up on what they had missed. Many providers also uploaded notes and slides online for Careers Leaders to access. Where providers had more than one cohort, Careers Leaders could attend the session that they had missed with another group.

Support from schools and colleges

Careers Leaders were prompted in the interviews to report on the level of support received from their school/college. This was less apparent than support received from providers and peers (in terms of the number of mentions in the interviews and level of detail provided) but it appeared that most Careers Leaders had received some degree of support from their school/college. Careers Leaders generally were given time in their role to attend taught training sessions, with some schools and colleges arranging cover for contact hours where needed. Some Careers Leaders also received time in their role to work on assignments. Most of these Careers Leaders had a number of non-contact hours, and flexibility and control over their timetable. However, all Careers Leaders worked on the majority of their coursework in their own free time, this was regardless of time in their role to study, particularly to complete assignments. Most reported that they had anticipated this, and were happy to work in their own time.

Line managers were a key source of school support, especially for Careers Leaders in non-senior roles. Line manager support ranged from a generally supportive attitude and discussion about the training to proofreading assignments. Many Careers Leaders had regular meetings to discuss the training with their line manager.

Colleagues also provided support for Careers Leaders, including discussing the course, proof reading assignments, and including the Careers Leader in relevant meetings and workshops. A number of Careers Leaders received support from the SLT. Many SLT members were highly supportive of the training, and took an interest their Careers Leaders' progress, especially when the Careers Leader was established in the school. However, SLTs did not provide practical support in the way that line managers and colleagues did. This was broadly reflected in interviews with members of SLTs. The support that they spoke about providing was primarily providing time off or flexible working, and being available to discuss careers provision.

3.3   Accreditation

Careers leaders were able to choose from accredited provision (at Level 6 or 7) or non-accredited provision. The majority of providers considered accreditation to be the preferred programme approach among potential participants. They typically justified this preference by highlighting the value of the qualifications that they offered and the consequent benefit for both individuals and organisations. Where training led to formal accreditation, it could support learners to progress onto further qualifications. However, it was recognised that accredited courses were not right for everyone and, because of the time-pressured nature of working within the education sector, taking an accredited course may not be possible for some learners. In a few instances, there were only small differences between accredited and non-accredited courses offered by the same training provider. In these cases, the non-accredited course followed the provision of the accredited course, including all modules, but did not include any assessments or self-directed study.

The interviews with Careers Leaders indicated that whether the course was accredited or not was a factor in the decision to undertake the training and also factored into decision-making about which provider and course to choose, and Careers Leaders appreciated that there was a choice.

Accredited courses were particularly appealing to Careers Leaders as they were thought to offer quality and a certain standard of learning and thus legitimacy and credibility to the role, to the individual, and amongst their colleagues and their school/college. Gaining a qualification or credits from the training was particularly important to those who were lower in the school hierarchy/not part of the Senior Leadership Team, but could also be helpful for **old hands**. Views on the desirability of accredited training therefore appeared to be related to individuals' confidence in their ability to do the role and correspondingly their time in the role.

> *'I am not a senior leader so having a qualification adds more weight to my argument...people are going to take notice'.*

<div align="right">Careers Leader, L6, Accredited, Summer complete, Secondary Academy</div>

Accredited courses were seen to offer greater recognition and influence in the education sector, so would not only help Careers Leaders within their institution, but also help their institution. A few interviewees noted how accredited training helped their schools work towards the Quality in Careers Standard.[31]

Accreditation was also important for personal development, such as helping to cement learning and offer the potential to work towards a full qualification at a high level, immediately or in the future (ie work towards a degree or postgraduate degree qualification).

Furthermore, accreditation was seen to offer a personal reward and a way to mark the effort involved and had some longevity and portability to take into other roles and enable progression. Several interviewees talking about how they *'might as well take the accredited course'* when describing their decision making around course choices. For some interviewees, the 'prestige' of the provider was important (as indicated above), so accredited programmes at a university or via the professional body were preferred options.

These findings were also reflected in the feedback from Senior Leadership Team members. In the main, accredited training was preferred. Accredited training is valued by SLT interviewees and regarded as a good investment as it is seen as 'validated' and of greater depth, and thus gives more confidence and demonstrates commitment. It is also good for the school to be able to say to Ofsted that they have a qualified person in the role, and the school can build their reputation as experts.

---

[31] The Quality in Careers Standard is the national quality award for careers education, information, advice and guidance (CEIAG) in schools, colleges and work-based learning. For more information visit https://www.qualityincareers.org.uk/.

It is worth noting that some Careers Leader interviewees found the accredited courses challenging as these required additional work (eg projects and assignments) and had an academic focus:

> *'I wasn't expecting the course to be as academic as it was, in terms of the level of reading, terminology and assessment'.*

> <div align="right">Careers Leader, L6, Accredited, in progress, FE</div>

A few interviewees described how they had initially chosen a non-accredited course but changed their minds and selected an accredited course. In contrast, some interviewees (**old hands**) preferred a non-accredited course, because they felt they did not need a (another) qualification, although they recognised that those earlier on in their career might find accreditation important. Another reason for choosing a non-accredited course was because it might involve less (time) commitment and be less formal.

> *'I did the non-accredited course, I am time-poor. I have never been a careers adviser. I just wanted knowledge about how to best do the job. It wasn't about my own career progression or to do other units in the future'.*

> <div align="right">Careers Leader, Non-accredited, just complete, Academy Secondary</div>

Additionally Careers Leaders who chose a non-accredited course did so because they felt these courses would be practical and focussed on how to do the Careers Leader role; rather than focused on their own self-development (which some felt they didn't need as they had existing careers qualifications).

3.4 Key challenges

While there were many positives about the Careers Leaders training, providers and Careers Leaders did report some challenges with the provision – these often were the mirror image (or reverse) of the aspects of effective delivery discussed above. A few providers experienced issues with meeting the expectations of learners – while in the skills audit survey three-quarters (78 per cent) of participants thought the course met or exceeded their expectations, one-fifth (21 per cent) thought that it either did not or only partially met their expectations. Feedback from training providers was that the learners were not always aware of the intensity of the training or that they had to display their suitability for the course and so struggled to complete assignments within provided timeframes. However, many providers found clear and early communication and engagement with prospective participants to be effective in combatting this. Other providers faced challenges with managing waiting lists, especially if there had been delays in establishing cohorts and organising training. Further, some providers experienced issues early on with contracting with The Careers & Enterprise Company, which caused delays to receiving training contracts and being able to roll out their provision.

Academic level of the training

A few higher education (HE) providers running accredited courses faced problems with learners not being prepared for the academic content of the course. This included participants expecting prescriptive training rather than an academic course, being unprepared for the volume and level of reading required, and struggling with the academic standard of assessments. Two training providers noted that this appeared to be due to misconceptions by those Careers Leaders from a teaching background, who did not expect academic theory to be covered on the course and in assignments. This is something that providers faced in their earlier cohorts and subsequently tackled by spending time on expectations management at the beginning of the course or before contracts were signed with the Careers Leaders, and being more prescriptive around the expected content of assignments to balance the various skill levels of learners. The providers in HE anticipated this problem and were able to use existing university policies and resources, such as deadline extensions and academic skills support, to mitigate the impact on results.

This view was also reflected in some of the Careers Leader interviews. A few Careers Leaders with varying levels of prior knowledge and experience found the academic nature of the training and assignments daunting. Specific issues included Careers Leaders being unprepared for content around careers theory, lacking experience in academic writing and being unclear about the expected content and form of academic writing. Some of these Careers Leaders reported that these issues were dealt with effectively with support from training staff and broader institutional support. Whereas a small number of **old hands** and **careers specialist** Careers Leaders with other careers qualifications found the course somewhat repetitive.

Balancing the needs of diverse cohorts

While the diverse school/college backgrounds and roles of Careers Leaders were frequently raised as strengths of the training, it meant that sometimes training did not meet Careers Leader needs. A few training providers noted that the diverse abilities and backgrounds of Careers Leaders created a challenge as it was difficult to meet everybody's needs.

This was again reflected in Careers Leader interviews. Some Careers Leaders from SLTs said that the training was pitched towards dedicated career practitioners and so was less useful for them. Careers Leaders from FE colleges in particular were less likely to appreciate diverse cohorts, as they were frequently the only person from an FE background on the course, and subsequently did not benefit as much as others from class discussions. In addition, a number of Careers Leaders from special schools also reported a lack of content focusing on these contexts. These Careers Leaders said that resources were too mainstream school focused and not useful for their context.

Fitting the course in with Careers Leader's busy schedules

Another challenge raised by training providers and Careers Leaders alike, was the difficulty Careers Leaders faced in fitting the training around an already busy role. Many Careers Leaders had already taken the role on as an addition to other responsibilities, and some struggled to find time to attend sessions and work independently on the course. Many training providers struggled to fit the necessary content into a relatively small amount of face-face hours, so did not think that they could make the course any shorter to reduce time pressure on Careers Leaders. This problem of balancing course length between covering the required content and the capacity of learners was one of the big challenges for training providers.

This issue was reflected in Careers Leader interviews, with many Careers Leaders reporting that it was difficult to fit the course into already busy schedules. Some Careers Leaders also found the course too condensed, reflecting provider worries around making the course shorter to fit Careers Leader capacity. In general, Careers Leaders were more likely to struggle with finding the time to work independently and write assignments, than with attending taught sessions. Especially, as while most schools and colleges covered staff to attend taught days, independent learning was primarily carried out in Careers Leaders own time.

Time commitments were especially difficult for Careers Leaders whose roles required cover, while those without contact hours were more able to be flexible and do course-work in their role. While many of these problems were related to the nature of the Careers Leader role, there were some specific issues raised with training provision in this area. A few Careers Leaders noted that assignments falling at the end of term made the course more challenging. Others would have liked more notice of assessment deadlines so that they could clear time in their schedules in advance. Many Careers Leaders reported that there was initially a lack of clarity around the expected format and quality of assignments, leading some to spend longer on assignments than was needed.

Support from colleagues

While most Careers Leaders received some support from their colleagues at their school or college, a number reported receiving no support and so presented as a challenge for them. A few Careers Leaders did not feel able to ask for support from their school, while others did not think to do so. Only one or two of the Careers Leader interviewed were given time off work to study and complete assignments. The majority of Careers Leaders completed most of their assignments and independent learning in their free time. However, most were happy to do so and had expected this when they applied for the training. Finally, a small but significant number of Careers Leaders in non-senior roles reported a lack of interest and buy in from SLTs, which had a negative impact on how supported they felt by their school.

Problems with online resources

A number of Careers Leaders across multiple training providers had trouble using online platforms to access resources. They found that it was difficult to use the platform to upload or write documents, and to search through a high volume of resources. In one case a provider helped people to navigate the drive by placing resources in well labelled folders.

Accessibility

While most Careers Leaders found the training accessible, there were some issues raised during interviews, which made the training more of a challenge. In terms of location, while most found a suitable location without a long wait, some Careers Leaders did have to wait over a year to find a course that was suitable; others travelled further than they would have liked to attend the training. A few Careers Leaders thought that they had to attend training even when unwell or when they had a long standing professional commitment due to the agreement signed at the start.

4   Impact of the training

Training providers, Careers Leaders and Senior Leadership Team (SLT) representatives were asked to report their views on the impact of the Careers Leader training in relation to the key learning outcomes that The Careers & Enterprise Company set for the training.

To help evaluate the perceived impact and thus systematically assess the Careers Leader training, the research team developed a detailed evaluation framework based on the Kirkpatrick model of training impact. As set out in the Kirkpatrick (New World) model[32], the outcomes and impacts of the Careers Leader training can be grouped into four levels:

■ Level 1: Immediate reactions to the training programme;

■ Level 2: Evidence that participants have gained knowledge, skills, attitude, confidence and commitment to Careers Leadership;

■ Level 3: Evidence that participants have applied what they have learned through the training to their practice and role as a Careers Leader.

■ Level 4: Organisational results that occurred due to participation in the training

The benefits of this framework are that it allows exploration of outcomes at different time points. For Careers Leaders who have only recently completed their training, the focus would be on Levels 1 and 2 in the framework, with initial insights into any changes at Level 3. For those where training completed some time ago, there can be greater emphasis on examining changes to behaviour at Level 3 and early views on longer term results (Level 4). Kirkpatrick notes that useful evaluation at Level 3 and above should occur three to six months post-training. Some Level 4 impacts may take longer periods to observe and this is out of scope for most short- to medium-term evaluations. The detailed framework is included in Appendix A of this report.

Level 1 (reactions) have been explored in detail in section 3.2.1 'Effective Delivery', whereas this chapter explores learning and behaviour change at individual and organisational levels.

4.1   Level 2: Learning impacts

Concerning the immediate reactions and learning impacts (as relating to the Kirkpatrick Levels 1 and 2), there was clear evidence from Careers Leaders that the training had a positive impact.

---

[32] https://www.kirkpatrickpartners.com/Our-Philosophy/The-New-World-Kirkpatrick-Model

The skill audit data gives a positive view of the training from the Careers Leader participants: 95 per cent of participants either agreed or strongly agreed that their knowledge had increased as a result of the training. This is supported by the qualitative findings; Careers Leaders reported that they had gained in confidence and increased their knowledge of careers and the Careers Leader role.

Figure 11 The training increased my knowledge of Careers Leadership
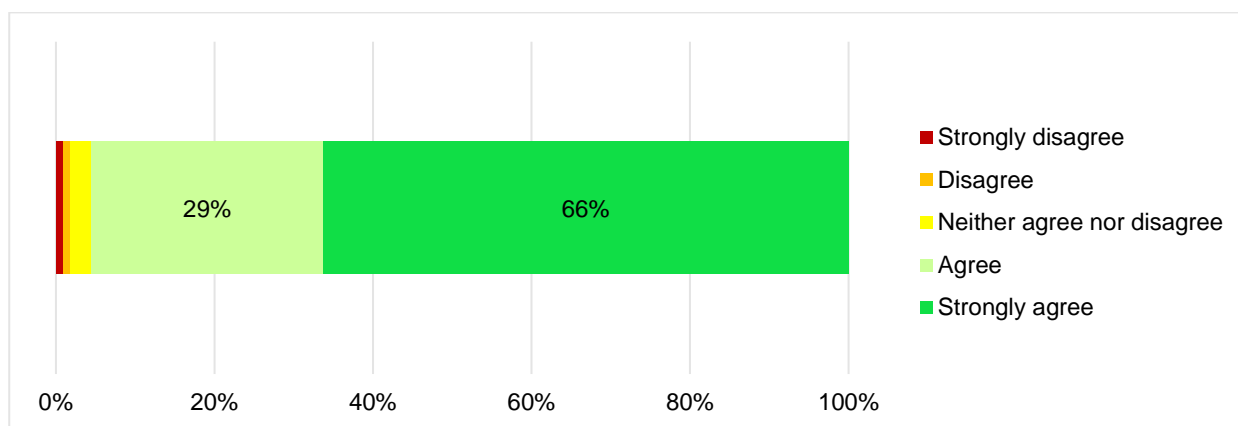
The Careers & Enterprise Company, 2020

4.1.1   Career theory and programme design

One of the learning outcomes was for participants to be able to discuss key aspects of career theory and how these apply to the design of a school or college's careers programme.

The majority of course participants were positive about the inclusion of career theory in the training. In a few cases, the Careers Leaders had specifically signed-up for the training, so they could deepen their theoretical understanding of their day-to-day practice. Careers Leaders said that the career theory element of the course met, if not exceeded, their expectations and following the course, they have a much better understanding which they have been able to apply in their practice:

> *'The career theory was useful but in quite a subtle way. I don't sit there with a student and think I'm using this theory. However, being aware of it in the background does help to give a bit more depth to content'.*

> Careers Leader, L7, Accredited, Summer complete, Secondary Academy

Some of the Careers Leaders, who were already familiar with career theory **(careers specialists),** said they benefited from this element of the training. These Careers Leaders reported that learning about career theory not only gave them an increased knowledge base, it also made them more confident about their practice. For these Careers Leaders, it was not just about learning career theory and how it links to practice in itself, but also how they could apply theory to their own practices.

'It was really nice to see how theory does link to practice and then reflect on how it links to what we do ourselves [...] the importance of particular strategies and processes we have in place'.

Careers Leader, L6, Accredited, in progress, FE

Careers Leaders reported that understanding the career theory gave credibility to what they do and, as a result, increased confidence in their decision-making around career programme design. A number said that when they returned from the course, they were able to make changes to the school/college's careers policies and practices as a direct result of what they had learnt on the course about career theory. In one school, despite some limitations, the lead was able to apply two key theories – consistent sessions and reflection – to their programme:

'Careers theory states how consistent support is better than a one off session so when a school club was being refreshed, I was able to rewrite the programme and to include careers programme aspects. Similarly, I have been able to ensure that a series of sessions focus on work experience so that students can prepare and also reflect on their work experience'.

Careers Leader, L6, Accredited, just completed, Secondary Academy

However, in a few cases, Careers Leaders reported that despite understanding how to apply career theory to their practice, they were constrained by decisions made at school/college management level. In one secondary academy school, they were severely constrained by a lack of careers staff and no PSHE lessons, while a lead in another academy school said they were limited in making structural changes and just had to wait for opportunities to arise.

A few Careers Leaders said they struggled with the theoretical elements of the course. For some, this was because they found it difficult to understand and/or apply to practice, while for others it was tedious. For those who found it difficult, they would have liked more help to understand how to apply theory to practice.

4.1.2   Education and employment routes and labour market information

It was a learning outcome of the course that participants could describe a range of different education and employment routes and make use of career and labour market information (LMI). Career Leaders were positive about these elements of the training. The majority of the Career Leaders were already confident and familiar with these aspects of their roles and had been describing routes and LMI for quite some time. However, they also reported that the courses gave them a much broader understanding of the routes open to their students and of how they could use LMI. Generally, the training gave Careers Leaders the stimulus to assess what they did already and make changes where necessary.

In respect to routes, Careers Leaders said that the course gave them the information and the tools to expand their offers both in terms of options but also geographical coverage. T levels and Apprenticeships came up a number of times as options that the Careers Leaders were now investigating and communicating to pupils, staff and a wider audience.

For example, one lead was adapting their Apprenticeship evening and changing the location and number of break-out rooms. During the training, many Careers Leaders also realised that their existing routes were very local, so they were working hard to expand their provision to cover a wider geographical area. In some cases, expanding their offers meant including other providers from FE and HE.

With regard to the use of LMI, some Careers Leaders reported that the course had shown them that using LMI was 'not just about the data' but also about how they interpret and present the data and how to use other resources, for example, arranging visits from employers. Some Careers Leaders had become aware that understanding LMI meant presenting data from a wider geographical area and finding more varied ways of presenting these data than in the typical posters they had been doing.

A significant benefit of the training was the networking opportunities offered, and many Careers Leaders felt they had gained a lot from hearing from their peers in terms of routes and using LMI. It was also pointed out by some that having staff from a mix of contexts, ie mainstream and FE meant they could learn a lot from each other. Examples given included finding out more about what courses are available in other institutions and new sources of LMI.

A small number of Careers Leaders reported no impact with regard to routes and LMI. Most of these said they were already 'comfortable' and 'familiar' with these aspects of their work and this might not be surprising given some of them were **old hands** or **careers specialists** and studying for the Level 7 qualification. Additionally, in a few cases, the Careers Leaders had tried to implement some changes around routes and the use of LMI, eg emailing weekly information about jobs and training to staff and pupils, but they had either not been given admin support to do this or been told not to by some staff.

However, there were a few cases where the Careers Leaders were quite negative about these elements of the course. In such a case, a **careers specialist** from a special school thought the course lacked information about provision for pupils with special educational needs, something that would vary greatly, depending on experience:

'I felt that SEND-specific information was really lacking here - and this outcome, in particular, is really influenced by your length of tenure in careers; if you've been there for a while, you'll already know most of this stuff and be using it.'

Careers Leader, L6, Accredited, Spring complete, SEND Academy

4.1.3 Policies and frameworks

It was reported by Careers Leaders that the course covered a wide range of relevant policies and frameworks including the CDI Framework[33], the National Careers Strategy and the Quality in Careers Standard. Interviewees were largely familiar with these key

---

[33] The CDI framework sets out learning outcomes and a suggested curriculum for the delivery of careers, employability and enterprise education. For further information see https://www.thecdi.net/write/BP556-CDI-Framework-web.pdf.

polices and frameworks; and Careers Leaders were positive about these aspects of the training, as they not only provided a 'refresher' to their knowledge, they ensured they were up-to-date with policy and had access to relevant information when needed.

Careers Leaders reported key policies and frameworks were also used on the course to frame their practice, for example, policies, lesson plans and careers events were mapped onto the CDI Framework. Some reported that their whole school/college's policy was re-written as a result of the training's focus on policies and frameworks.

> *'I had an outline of a careers plan but the course helped me know how to write an effective career plan. It helped me feel confident to do it and to link it to Gatsby Benchmarks and the CDI Framework. Before the course, I knew it needed updating but felt daunted by how long it might take to map and look at the curriculum'.*

> Careers Leader, L6, Accredited, just completed, Secondary Academy

One of the most commonly referenced policies and frameworks were the new guidelines for Ofsted observations. Although most trainees were clearly aware of these before completing the training, these aspects of the training were important both in terms of understanding the new framework, but also in how Careers Leaders could apply these directly to their practice. Careers Leaders reported that this increased understanding was important, not only in getting support from SLT, but also to the profile of careers. For some of the Careers Leaders who themselves were members of SLT, they found that the focus on the Ofsted framework from the Careers Leader perspective showed it in a new light and highlighted other actions they should take.

4.1.4 Self-development and reflection

In addition to participants being able to evaluate their provision and make changes, another learning outcome was that Careers Leaders should be able to evaluate and reflect on their own performance.

Providers described reflective logs as an element of the accredited provision: at the end of each session, participants were asked to summarise what they had learnt during that session and what actions they would take back to their school/college in order to make improvements. Both the accredited courses and non-accredited courses included personal development plans – with this forming part of an assignment for the accredited provision. In the non-accredited provision, these were used as a basis for one-to-one discussions with tutors.

Several Careers Leaders reported how their learning had been cemented either through the reflective logs or by having to complete marked assignments on the accredited course. Many Careers Leaders spoke of a strength of the training being the space to reflect on what they were doing in their school or college with practical tasks that supported them to review their programme in assignments and their own performance and development as part of the reflective logs:

> *'in the past I've always very much been focussed on looking forward, but now I also look back more, I'll look at destination data in a bit more detail than I used to, I'll get*

students to fill out evaluation forms and collate the data [...] [for careers interviews and employer interactions] to look back and ask, "How well did that work? Would I do that again or would I do something different?'.

Careers Leader, L6, Accredited, just completed, Secondary Academy

The skills audit survey included some self-reported pre- and post-training measures of impact. Respondents were asked to report on what difference the Careers Leaders training had made to their ability to manage their own professional development. Prior to the course, one-quarter of respondents strongly agreed that they could manage their own professional development; after the course, this had increased to 61 per cent. In total, 85 per cent of participants agreed they could manage their own professional development prior to the course, rising to 97 per cent afterwards.
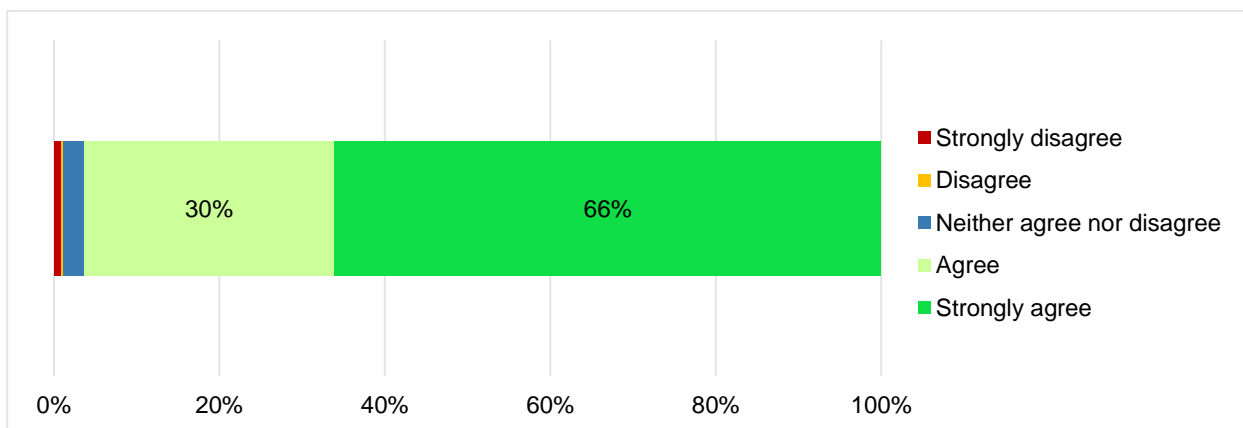
Figure 12 Know how to manage your own professional development
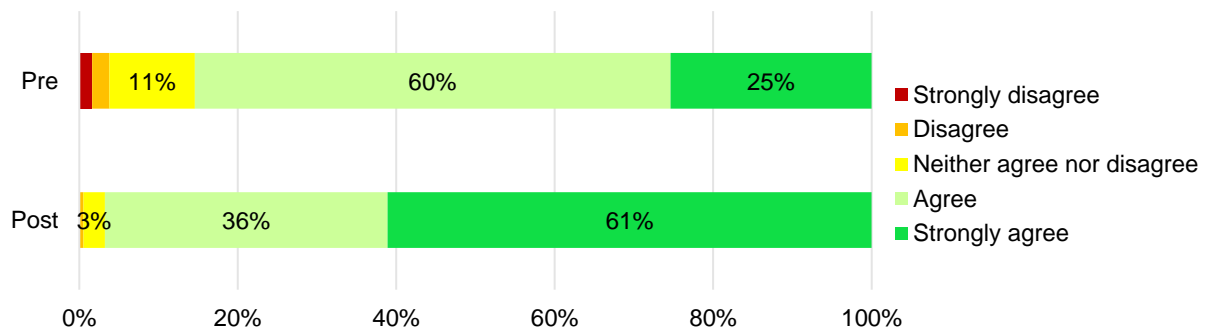
The Careers & Enterprise Company, 2020

The skills audit also showed the vast majority (96%) of participants either agreed or strongly agreed that the training had helped them to identify action to improve their practice.

Figure 13 The training helped me to identify actions to improve my practice

The Careers & Enterprise Company, 2020

4.1.5 Learning about Leadership and management

The learning outcomes related to leadership and management were that participants should be able to articulate and adopt the principles of good leadership and management as well as be able to describe the key roles and attributes that comprise careers leadership.

This was a course topic described by providers as covering theories of leadership and management, and how to apply them in practice. A key aspect of this was about the challenge of careers leadership in bringing together people from outside their own team – for example, PSHE staff delivering careers content and encouraging curriculum champions or building partnerships internally and externally. This module brought in theories of leadership and change management, such as situational leadership and 'nudge' theory, as well as specific resources for Careers Leaders (The Careers Leaders Handbook[34] and Understanding the role of the Careers Leader[35]).

Providers and Careers Leaders generally agreed that most participants, no matter their level of experience, could draw something from this module. For example, a Careers Leader in an SLT role noted how he had been a manager for a long time, but he found these insights *'different and eye-opening. They really stood out'* (Careers Leader, L6, Accredited, Summer complete, Secondary Academy).

Other Careers Leaders in SLT positions also found the leadership and management aspects of the Careers Leader course to be very useful and the materials compared very favourably with other specialist leadership courses they had been on. As with other less senior Careers Leaders, the focus on careers leadership helped to differentiate this material and make it readily applicable to their Careers Leader role.

There were a number of questions in the skills audit survey that reported on Careers Leaders' pre- and post-training measures relating to leadership. Each showed clear impacts of the training. The following tables show the pre- and post-training data only for schools due to small samples for colleges, The Careers & Enterprise Company will be updating these figures later in the year when more data becomes available.

■ 98 per cent of participants either agreed or strongly agreed post-training that they knew how to lead others, an increase of 25 percentage points;

■ 98 per cent of participants either agreed or agreed strongly that post-training they knew how to advise their senior leadership team and governors on policy, strategy and resources for career guidance, an increase of 22 percentage points;

■ 98 per cent of participants either agreed or agreed strongly that post-training they knew how to produce reports for the senior leadership team and governors on the school's careers programme, an increase of 28 percentage points;

---

[34] https://trotman.co.uk/products/the-careers-leader-handbook

[35] https://www.careersandenterprise.co.uk/sites/default/files/uploaded/understanding-careers-leader-role-careers-enterprise.pdf

■ 98 per cent of participants either agreed or agreed strongly that post-training they knew how to support other staff involved in career education and guidance, an increase of 26 percentage points.

**Figure 14 Know how to lead others in your school who deliver career guidance**
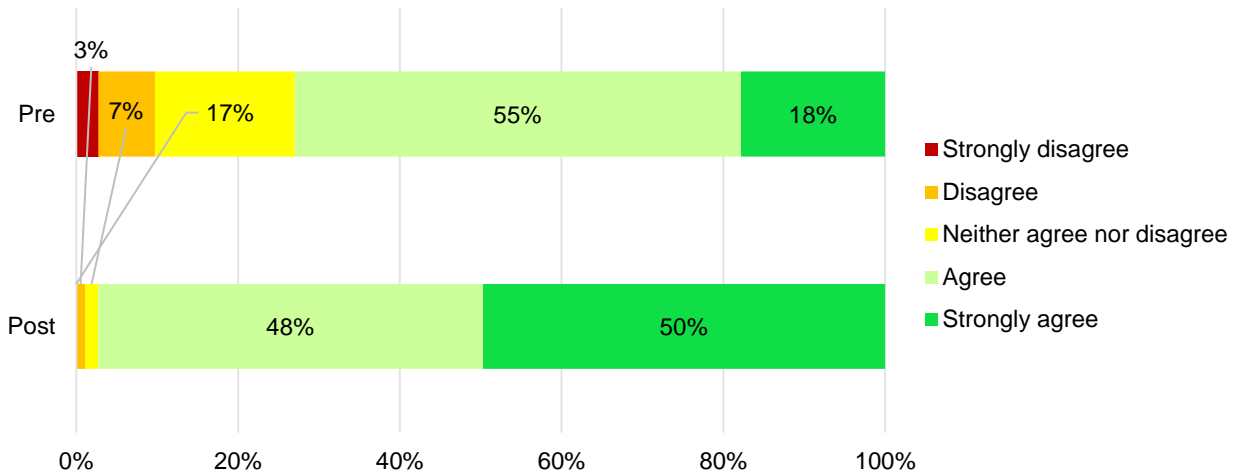
The Careers & Enterprise Company, 2020

Figure 15 Know how to advise the senior leadership team and governors on policy, strategy and resources for career guidance
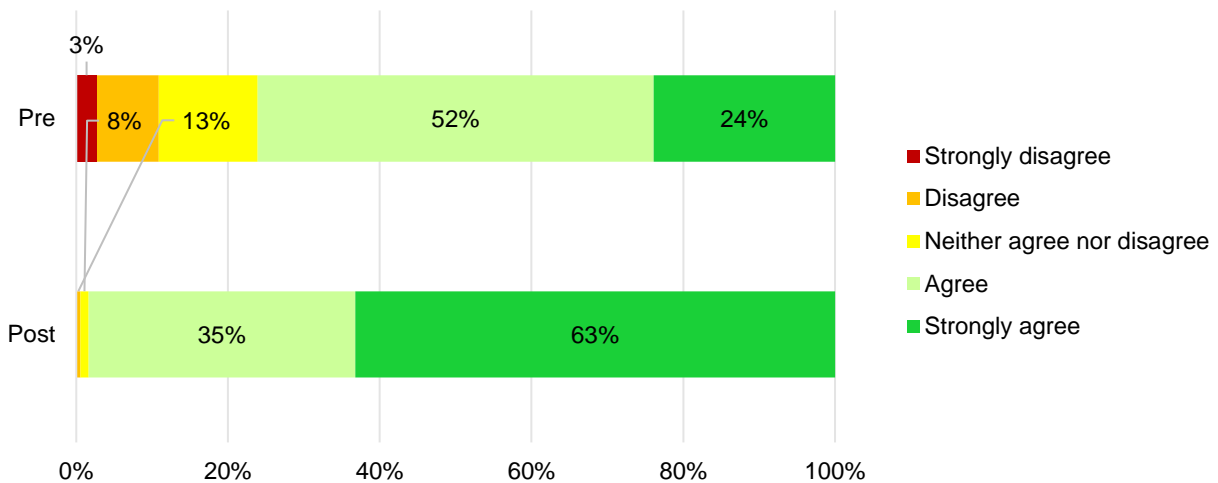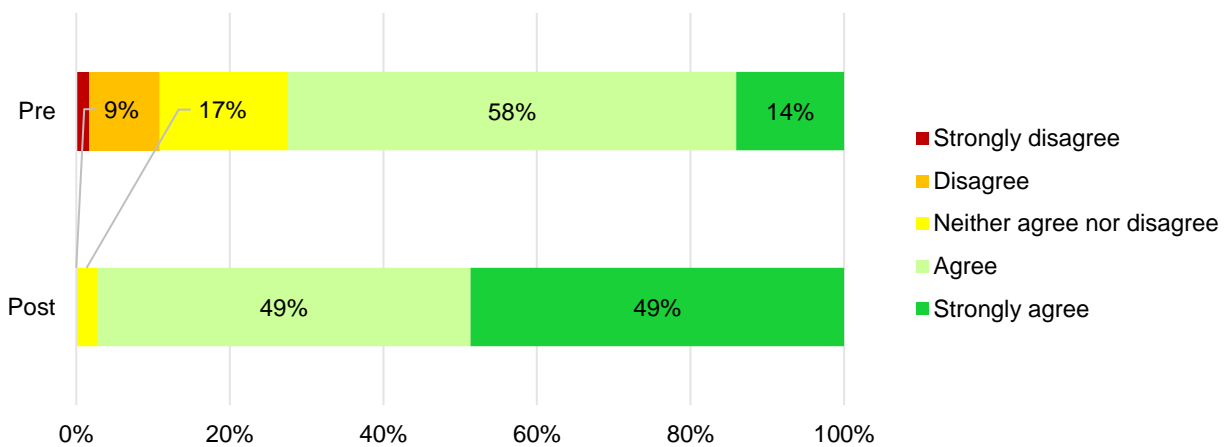

The Careers & Enterprise Company, 2020

Figure 16 Know how to produce reports for the senior leadership team and governors on the school's careers programme
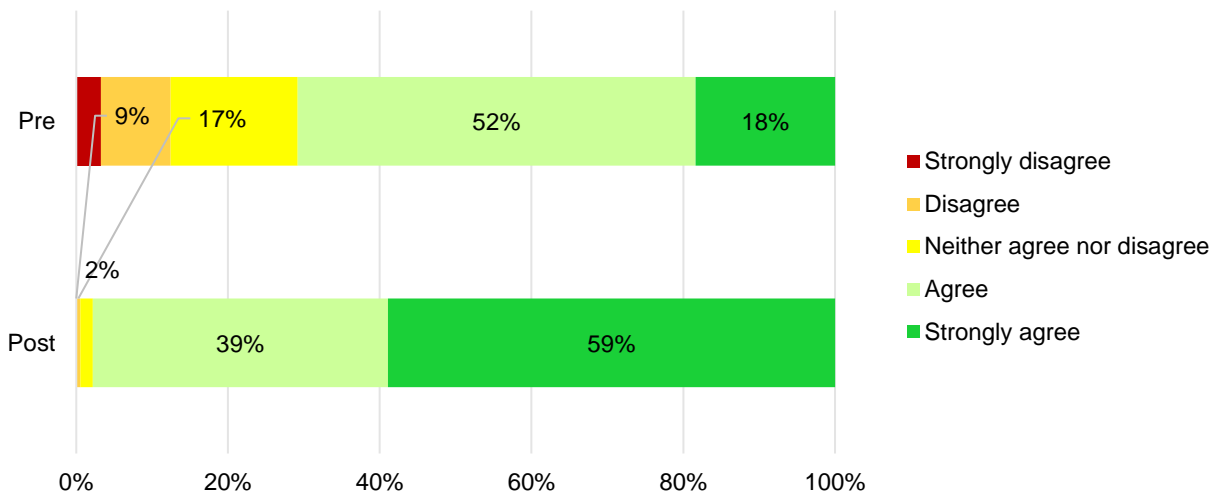
Figure 17 Know how to support other staff involved in career education and guidance

4.1.6 Learning about the Gatsby Benchmarks

One of the learning outcomes as described by The Careers & Enterprise Company was for participants to be able to describe the Gatsby Benchmarks, review current level of implementation and set out a plan for taking these forward. The Gatsby Benchmarks were reported to be an integral component of the training for all but one of the Careers Leaders. The peer-to-peer learning also provided them with practical approaches to meeting the benchmarks.

For the majority of Careers Leader interviewees, the training vastly improved their own understanding of the Gatsby Benchmarks and the Compass Tool. For those who had quite a low knowledge base at the start of the course (**newbies**), the training gave them the understanding, skills and resources to evaluate progress against the benchmarks and make changes at a school/college level:

> *'I am effective at doing that now as I have more skills and resources to do the analysis and use Compass more effectively'.*

> Careers Leader, L6, Accredited, just completed, Secondary Academy

Most of the group were already aware of the Gatsby Benchmarks before the training but reported that the course further enhanced their own understanding of the benchmarks and how to meet them. This was supported by the SLT interviewees.

Only a few Careers Leaders in the interviews felt that their knowledge of the Gatsby Benchmarks had not changed as a result of the training and those undertaking the Level 7 training were more likely to say this (they were a mix of **old hands**, **careers specialists** and **newbies**). These staff reported having a good understanding of the benchmarks prior to the training and said they were confident using them in their practice. In one case, the lead regularly worked with their Enterprise Adviser and used the Compass tool to evaluate their practice.

4.2   Level 3: Impacts on provision

Relating to Kirkpatrick Level 3, there was also clear evidence that Careers Leader training participants had been able to apply what they had learned through the training to their practice and role as a Careers Leader.

A wide variety of changes and improvements had been made as a result of the training and some of these are listed below:

- Introduction of tools, such as Unifrog[36]
- Developing policies
- Adding additional providers from FE and HE and apprenticeships
- Sharing information with staff
- Amending the school website
- Engaging parents (eg integrate routes and LMI into parents evenings)
- Adapting Apprenticeship evening
- FE college coming in to talk about apprenticeships
- Networking and increased sharing of information and resources

---

[36] An online platform that gives students information about university, apprenticeships and Further Education colleges

These aspects of the training have also fed into some other changes, for example, changing learning observation forms (where SLT observe teaching) to include requirements to use career information for all subjects, eg what careers would use particular math topics; linking careers into preparations for Ofsted and making the provision of routes and the use of LMI more explicit; and implementing a 'career journey' record of achievement.

## 4.2.1 Strategic plan updates

One of the learning outcomes as described by The Careers & Enterprise Company was for participants to be able to describe how they will keep their school or college's programme up to date going forwards.

Providers described how the whole course worked towards the Careers Leaders being able to develop their own strategic careers plan. For example, providers explained that throughout their course the Careers Leaders were encouraged to continually update their strategic plan/policy as a 'living, breathing document' and then submit a final version at the end either in their portfolio (non-accredited) or for an assignment (accredited).

For the accredited courses, many of the providers described how a strategic school/college careers plan was a required assignment on their course. In contrast, another provider explained that they did not check or assess strategic plans, but focussed more on enabling Careers Leaders to create and assess their own through the tools they passed on throughout the course.

The skills audit pre- and post-training measures show that prior to the course, 71 per cent of participating Careers Leaders were confident to prepare and implement a career guidance development plan. After the training, this rose to 98 per cent.

Figure 18 Know how to prepare and implement a career guidance development plan
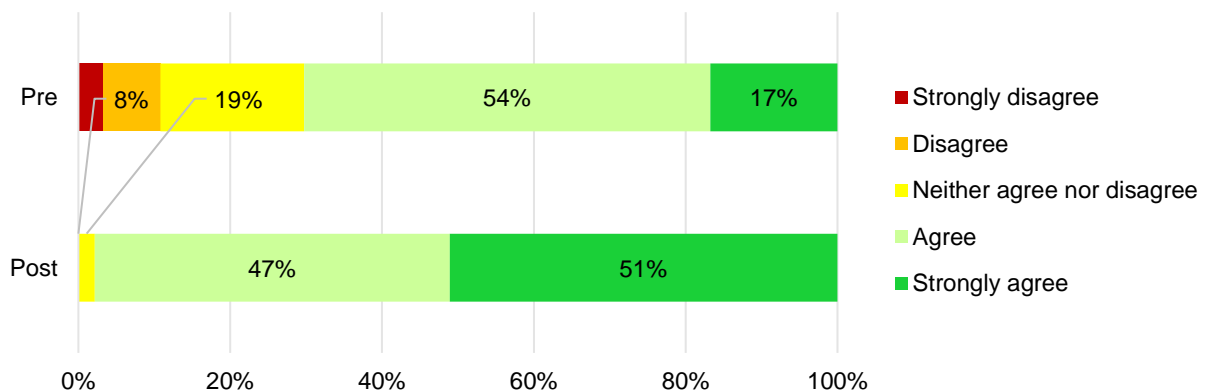
Providers described their courses as including information on using Compass and looking critically at their own programme. This learning outcome also related to understanding the relevant codes of practice and standards – Careers Leaders praised the training for showing them how reviewing their practice could help them to achieve the requirements of the Quality in Careers Standard.

For one provider, this review of existing plans was initiated on the first day of the programme – Careers Leaders audited their current careers strategy using existing evaluations, identifying areas for change, and justifying current decisions in line with policy documents based on Gatsby Benchmarks. Later, they used the CDI framework to plan their revised strategy and evaluate it using research documents.

Careers Leaders described how they were already doing some forms of evaluation, most commonly feedback sheets from events. Careers Leaders in general described modules on evaluation as useful to their work – they had learnt new ways of evaluating their events (for example, attitude surveys) or received new ideas about different ways that they could evaluate and monitor their programme more effectively on an on-going basis.

The skills audit pre- and post-training measures show that almost all participants (99 per cent) reported that they were able to review and evaluate their school/colleges careers programme after they had participated in the course, compared with 74 per cent prior to the training.

**Figure 19 Know how to review and evaluate the school's careers programme**
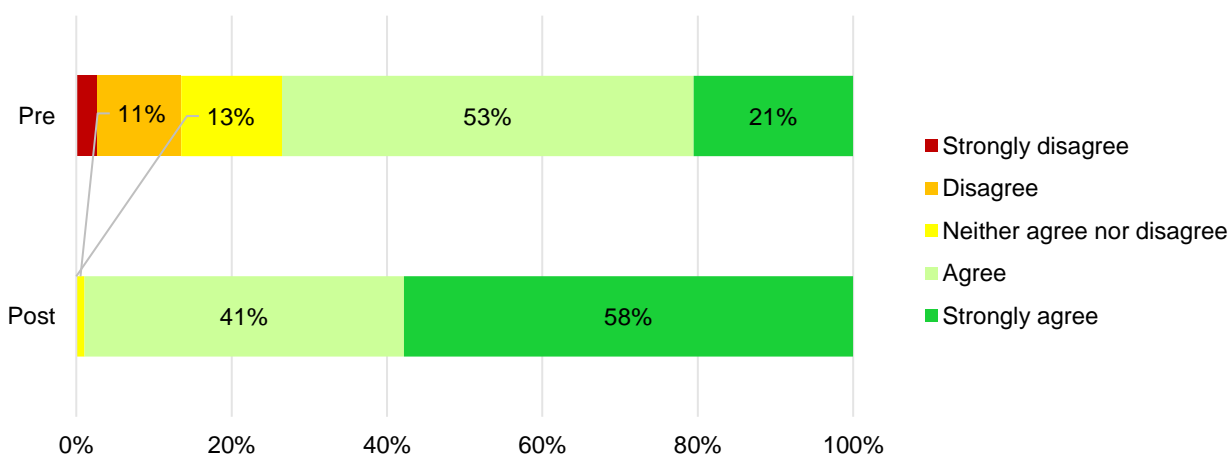
The Careers & Enterprise Company, 2020

The responses in the audit to a question regarding knowledge about how to develop their school/college's careers programme in line with changes to the education system were similar, with 71 per cent reporting that they had this knowledge prior to the training and 99 per cent afterwards.

Figure 20 Know how to develop the school's careers programme in line with changes to the education system
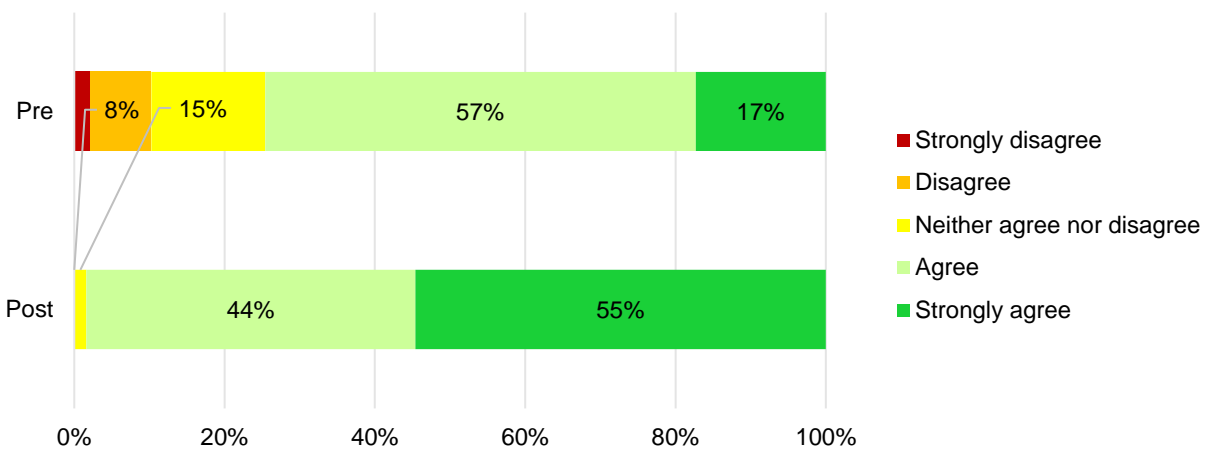
The Careers & Enterprise Company, 2020

For participants on the accredited courses, their feedback highlighted how useful this element of the provision had been in understanding the importance of identifying outcomes and then measuring if these have been achieved; linking careers programme improvement plans to whole school improvement plans; conducting training needs analysis of staff; and ideas about how they could further embed careers in the curriculum. On the accredited courses, one Careers Leader described how they were revising their careers plan as a result of the training to become broader in scope and involve more of the school. Others described how they had moved from having a calendar of events to a more fully formed strategic plan with actions and measures:

> *'The best bit was how to set up your programme from a vision to be the school's vision. It made it easier to justify why you are doing certain things'.*

Careers Leader, L6, Accredited, just completed, Secondary Academy

For the non-accredited courses there were no specific requirements to submit a strategic careers plan, but this formed part of their portfolio and, as with the accredited provision, was a theme threaded throughout the training days.

In the non-accredited training, the training had given one participant the impetus to audit their current provision and rewrite their career strategy and refine their careers plan. As described earlier in this report, this had resulted in them being able to increase their rating against several of the Gatsby Benchmarks. However, it had also helped them to identify weaknesses in their performance against other benchmarks and they could then set in place action plans to focus on addressing these gaps.

Senior leaders spoke of Careers Leaders investing their time in continuous improvement of their careers programme and building momentum over time, changing and adapting what is delivered. It was common for SLT colleagues to describe the Careers Leaders as being good at being reflective.

4.2.2 Leadership and management in the context of careers

To demonstrate leadership and management (at Kirkpatrick Level 3), participants should show that they can apply their learning to demonstrate leadership skills in their college and school to make progress in implementing their careers strategy.

Some providers highlighted that in such a short course it would be difficult to transform and develop new leadership skills. In particular, one thought that the context in which the Careers Leader operates could affect how much impact this module would have on individual Careers Leaders, depending on their existing level of influence.

For Careers Leaders in middle management roles or classified as support staff, the part of the course that covered influencing others was particularly useful as a way to involve curriculum staff, line managers, SLT, and link governors. However, some Careers Leaders still faced barriers in terms of a lack of support from SLT.

Careers Leader interviews from senior and middle management roles noted that the course gave them credibility to others that they worked with or networked with as they are then perceived to be qualified for the role.

> *'The training gave me a chance to speak to SLT about where we were and where we needed to be. It means I can be taken more seriously.'*
>
> Careers Leader, L7, Accredited, Summer complete, Secondary Academy

As a result of the training, some of the Careers Leaders have led training and awareness sessions during training days or initiated twilight training sessions, others had started conducting skills audits of teaching staff to understand their levels of awareness.

The skills audit survey data supports the qualitative findings, respondents report being a more effective Careers Leader since completing the training – 92 per cent of respondents either agreed or strongly agreed that they had become a more effective Careers Leader since completing the training.

Figure 21 Am a more effective Careers Leader since completing the training?

The Careers & Enterprise Company, 2020
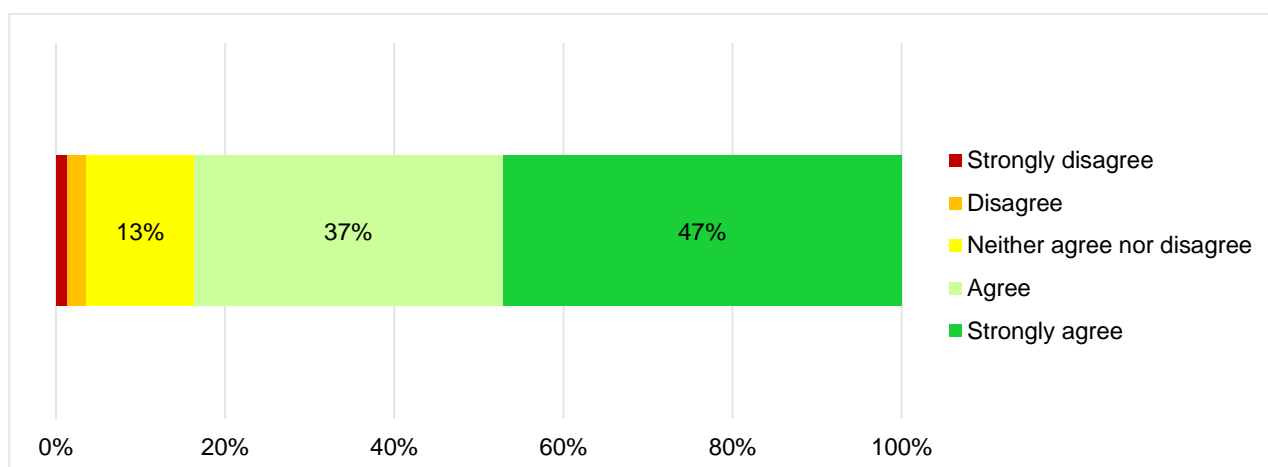
It was common, in the interviews with SLT colleagues, for them to recognise the gains that Careers Leaders had made as a leader as a result of the training. This was attributed to greater knowledge and confidence, and applying additional leadership skills to their role, as well as putting in place performance indicators and monitoring progress.

4.3   Level 4: Impacts on their organisation

Relating to the Kirkpatrick model Level 4, this research again shows that the Careers Leader training had clear impact on their organisation due to participation in the training. This includes increased achievement of Gatsby Benchmarks and improved knowledge, decision-making and progress among pupils

4.3.1   The Gatsby Benchmarks

As seen earlier in this chapter (4.1.6), the Careers Leaders appreciated increasing their knowledge around the Gatsby Benchmarks. In many cases, they had been able to implement this knowledge and make progress towards the Gatsby Benchmarks.

Many Careers Leaders, even those with prior knowledge (**old hands** and **careers specialists**), reported lots of examples of how the training led to transformative changes at a school or college level such as enabling them to identify gaps in provision and focusing work on a particular benchmark. As a consequence of the training, many of these Careers Leaders implemented new approaches to some of the harder-to-meet benchmarks. In particular, examples of how some Careers Leaders are trying to meet Gatsby Benchmark 4 are given below:

Benchmark 4 – Examples of embedding careers in the curriculum

- Setting up Careers Champions in all subject departments, supporting them to embed careers across the subjects, and assessing/monitoring progress
- Providing staff with IAG on how to embed careers into their curriculum areas through staff meetings, INSET days, and CPD sessions
- Emailing information about employment and training opportunities to the relevant curriculum staff
- Creating display boards for staff, pupils and parents to see progress against the benchmarks
- In one case, the college included embedding careers in the curriculum into their performance management system

---

In some cases, the Careers Leaders reported that the deeper understanding acquired on the course enabled them to be more flexible about the benchmarks, especially in a context of limited resources. In a few cases, the Careers Leader reported that the training has enabled the institution to successfully meet all the benchmarks:

> 'We already had an action plan but the training gave me more ideas plus the impetus and focus. Now we have achieved all eight benchmarks, largely because of the course'.

Careers Leaders also reported that the training around the Gatsby Benchmarks had wider impacts at a strategic level for their institution. A number of Careers Leaders had reviewed or audited their school or college's careers strategy and, consequently, changed it as a direct result of the training. One Careers Leader reported mapping the benchmarks onto the school vision:

'I was already aware of the benchmarks but following the course, I was able to edit the careers strategy to successfully meet Benchmarks 1 & 8 which I had identified as problem areas in a previous audit'.

In many cases, the Careers Leaders described how they had improved their scores on Compass since undertaking the training and were now scoring better with regard to most Gatsby Benchmarks. In the case of one school, the training was a catalyst for rewriting the careers programme which actually led to them achieving a national award for their strategy. These Careers Leaders reported that, as a result of the changes in strategic documents, their institutions were now making better progress towards meeting the benchmarks. However, in a few cases, a better understanding of the benchmarks and good practice led to a temporary revision downwards in their self-assessment scores on Compass, before their actions had time to make a positive impact.

The skills audit results also echo the findings from the qualitative interviews, over 80 per cent (84%) of Careers Leader participants thought that, as a result of the training, their institution was making better progress towards the Gatsby Benchmarks.

Figure 22 Have made progress towards achieving the Gatsby Benchmarks as a result of the training
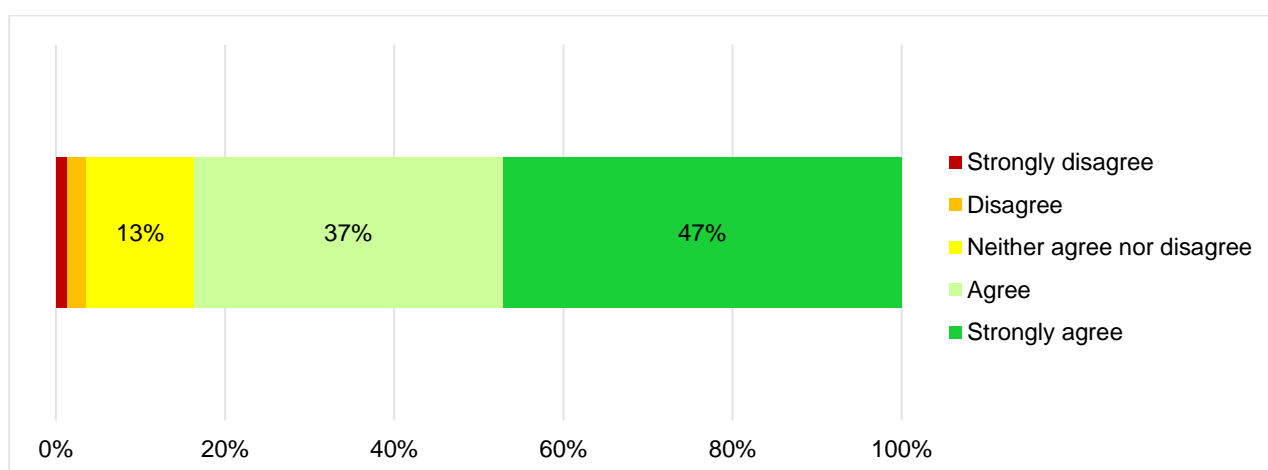
The Careers & Enterprise Company, 2020

Challenges still remained for Careers Leaders to implement the Gatsby Benchmarks and these, in common with the overall challenges of the role (as noted above), were around: time and capacity to focus on delivery, and resources and funding to pay for what was

needed. For some it was a challenge to keep their programme up-to-date and keep moving forward with it, for others linking to the curriculum was their biggest challenge. For a small number of Careers Leaders, they cited their school or college culture and leadership as the main challenge to them meeting the Gatsby Benchmarks.

4.3.2 Longer term impacts/student impacts

While some of the Career Leaders had finished their training in the summer, at the time of the research interviews it was still very early to identify outcomes, outcomes such as: more employer contacts, reduced young people not in employment, education or training (NEETs), or better student attainment. However, it is apparent that Careers Leaders are creating the frameworks to measure and record this, so they will be able to identify these outcomes in the future.

5   Conclusions and recommendations

5.1   Conclusions

It is apparent from the qualitative research, which has been the main focus of this report, but also from the supporting quantitative data from the skills audit survey, that the Careers Leader training has been successful in attracting Careers Leaders to attend the training, supporting them to successfully complete the training, and preparing them for the role.

5.1.1   Impacts and outcomes

The training has had a positive impact on individual participants and their schools and colleges leading to a range of perceived short-term and longer-term outcomes (or the potential for longer-term outcomes). The impacts are summarised here referring to the Kirkpatrick framework.

Level 1: Reaction to the training

This evaluation suggests that overall the Careers Leader training programmes were delivered well and that they met or exceeded participants' expectations for the course.

■ Careers Leaders appreciated the choice of provider and accreditation level, which meant that they could chose a course that best suited their needs and availability.

■ Face-to-face delivery generally worked well, but mixed delivery that involved some face-to-face sessions and some self-guided study was deemed to be most suitable, given the time pressures individuals felt in their day to day roles.

■ Resources used on the courses were generally high quality and relevant. Careers Leaders appreciated the mix of online and paper resources.

■ Delivery staff were reported to be excellent: Careers Leaders thought that tutors tended to be experienced, knowledgeable, approachable and supportive. Careers Leaders especially appreciated facilitators with a background in careers provision who could add their own experiences to the class discussions.

■ Overall, the content of the provision was seen as relevant and engaging. Careers Leaders liked the mix of theory and practice.

■ Peer support, peer learning and a developing 'community of practice' facilitated by social media and the professional body (CDI) were key strengths of the Careers Leaders training. Many interviewees spoke of the isolated nature of the Careers Leader role and that the face-to-face training helped them network, hear of new ideas from other schools and colleges and create contacts and a support network that they continued to use after the training.

- Diversity of participants was seen as a major strength of the training. Careers Leaders noted that the diverse mix of training participants enabled successful peer learning, while a few also noted that attending training outside of their region allowed them to meet new people and removed the pressure of competition, allowing them to be more open when sharing experiences.

- The interviews also provided useful lessons for implementation of the programme, which was acknowledged to have improved over time, particularly as the training providers actively sought and responded to participant feedback. At the early stages of implementing this new provision, some of the providers struggled to recruit viable cohorts both for national and regional programmes. Over time they established links with LEPs and Careers Hubs and were better able to recruit. Providers and Careers Leaders – especially those new to training at this level – reported teething problems with the IT systems that were used for assignments but one-to-one support from the tutors overcame these issues. Diversity of cohorts was seen as a strength of the programme by participants, although providing training to diverse cohorts posed a challenge for the providers. However, most were able to tailor their approach for each cohort.

Level 2: Learning

It was clear from the feedback that Careers Leaders felt the training had a positive impact, gaining in confidence and increasing their knowledge of careers and the Careers Leader role. More specific areas of learning reported:

- The evaluation suggests that all participants, regardless of background and school/college context, and course attended, felt they learned from the programme. Some individuals (**newbies**) gained a great deal; and whilst others with experience of career guidance (**old hands** and **specialists**) had limited ambitions for the programme, they still felt they had gained knowledge, had reviewed and developed their plans and were also able to support others.

- The majority of Careers Leaders felt they gained understanding of careers theory, and this increased their confidence about their practice and decision-making around career programme design. A small group, however, struggled with this aspect of their course.

- Whilst many Career Leaders were confident and familiar with education and employment pathways and labour market information prior to the training, the programme still had a positive impact on learning. The course broadened their understanding of these pathways, and helped them assess their current use of LMI and how they could improve this. With improvements reported around the interpretation and presentation of the data and also in using a wider range of resources (such as digital tools) and thinking about wider audiences such as colleagues and parents.

- The course largely provided a refresher rather than an introduction for Careers Leaders on the key policies and frameworks to frame their practice. This, however, ensured Careers Leaders were up to date with policy to support their work, for example, developing school policy, learning observations, lesson plans and careers

events. It also improved confidence in being able to develop careers programmes in line with changes to the education system.

■ The majority of Careers Leaders improved their understanding of Gatsby Benchmarks and the Compass Tool, and for less experienced Careers Leaders, it provided skills and resources to evaluate their school's/college's progress against the benchmarks.

■ Many Careers Leaders had experience of undertaking evaluations of their careers work, commonly through participant feedback sheets, but the course provided them with new evaluation and monitoring techniques and approaches, and highlighted the importance of identifying appropriate outcomes to then assess progress (and impact). It was apparent that Careers Leaders are creating the frameworks to measure/record key longer term outcomes of careers work, such as more employer contacts, reduced NEETs, or better student attainment.

■ Careers Leaders felt their learning had been cemented by the reflective logs and assessed assignments (in accredited training) and personal development plans and one-to-one discussions with tutors (in non-accredited training). They appreciated having the space and facilitated practical tasks to reflect on and review their current practice, performance and development as a Careers Leader.

Level 3: Individual behaviour change

The Careers Leader training has enabled Careers Leaders of all experience levels to harness new opportunities, to make changes to their careers programme and data collection. The SLT members reported that Careers Leader time away from the role was justified by the impact of the training. Examples of impact through behaviour change included:

■ Accredited courses were valued by most of the Careers Leaders and the SLT interviewees. They were felt to add credibility to the course and to the role and helped move towards professionalising the Careers Leader role.

■ The training has also facilitated Careers Leaders in their engagement with others (internally and externally), to help with their careers programme and strategic planning and linking the careers plan to the school/college improvement plan.

■ Careers Leaders were able to use their improved understanding of careers theory, up to date knowledge of relevant polices and frameworks, and focus on Gatsby Benchmarks to apply this to their practice, making changes to careers policies and practices based on a clearer understanding of good practice.

■ The focus on employment and education pathways enabled Careers Leaders to expand the options open to young people in their institutions, for example to include apprenticeships and T-levels, or to move beyond local education and employment opportunities.

■ The self-reflection activities built into the programme enabled Careers Leaders to better manage their own professional development and to identify actions to improve their practice.

- Many Careers Leaders reported how they were better able to critically appraise and evaluate their institutions' progress against the Gatsby Benchmarks and thus identify gaps in provision and/or prioritise action, often in a context of limited resources, against particular (often harder to reach) benchmarks.

- The focus of the programme on developing a strategic careers plan meant that Careers Leaders were able to produce one by the end of the course, and to have continually refined this during the training. This could involve developing a new strategy or revising and appraising a pre-existing one. The process of audit, evaluation and refining helped identify areas for change.

Level 4: Organisational behaviour change

While the training had clear impact on Careers Leaders and their institutions due to participation in the training, longer term outcomes and impacts were taking time to show. There were early indications that changes in Careers Leaders' practices were starting to have wider effects on the school/college context more generally.

- Improved understanding of careers theory and up to date knowledge of relevant policies and frameworks was felt to add credibility to the role of the Careers Leader, helped to gain support from the Senior Leadership Team, and raise the profile of careers in their institution.

- There were indications that Careers Leaders were raising ambitions and working towards achieving benchmarks which were perceived as challenging, such as embedding careers in the curriculum. Actions included setting up subject-based Careers Champions, working more closely with teaching colleagues and providing tailored (subject-based) information, training and support, and reflecting benchmarks in staff appraisals.

- A small number of schools/colleges were able to meet all the Gatsby Benchmarks through the additional impetus and focus engendered by the training, and one school was given a national award for their improved careers strategy.

5.1.2 Contextual factors

The research identified that there are different contextual factors that contribute to the level of impact that the Careers Leaders training can have on individuals and organisations. It has generated understanding about what has enabled or hampered the achievement of outcomes of the programme through using the COM-B framework[37], considering:

- Capability: for example, the knowledge and skills that Careers Leaders have to adapt their careers provision and to engage with and use their learning;

---

[37] Mitchie S et al. (2011), 'The behaviour change wheel: A new method for characterising and designing behaviour change interventions', Implementation Science, 6:42.
https://implementationscience.biomeresultadcentral.com/articles/10.1186/1748-5908-6-42

- Opportunities: time to participate in the training; adequate resources to support careers provision; and support from senior leaders;

- Motivation: commitment to and enthusiasm for careers advice and guidance and belief in the value and benefits it brings; and

- Behaviour: the resultant behaviour that involves these components.

Capability

The research indicates that the training has improved the capability of participants by increasing their knowledge, skills and understanding – essentially, the tools required to perform well in the role. For many, the improvements have been considerable, as they were new to the Careers Leader role and had no real formal training for the role, so started from a relatively low base of understanding, experience (and for some) confidence. The report has characterised the Careers Leaders as **old hands**, who have been doing the Careers Leader role for a while; **newbies**, who have recently moved into it; and **careers specialists**, who have transitioned into the role from other careers related roles (See section 2.4.1).

In terms of their capacity to effect change and utilise the training, this was more complex and depended, to a large extent, on their role in school/college hierarchy, the importance placed on career guidance within their school/college, and level of support from their senior management team (all of which are inter-related) (see section 2.4.2). Although Careers Leaders felt the training facilitated their engagement with colleagues within their school/college, some Careers Leaders felt unsupported by their SLT. These Careers Leaders felt that once they were given the role of Careers Leader, they were left to manage this themselves with often low levels of support from SLT or wider. Examples have been included in this report of cases where Careers Leaders had not been given support to implement new initiatives. This could be due to their distance from this group or due to the difficulty/wider challenges of the SLT role.

Opportunities

All Careers Leaders interviewed were able to attend the programme (due to the research sampling approach) and most were able to complete the training with no real change to mode or programme. Providers and The Careers & Enterprise Company had offered flexibilities to those that did struggle with attendance, for example, switching to later cohorts. Some attended local programmes and appreciated the convenience, but others attended courses involving considerable travel, often out of choice to develop new networks and gain wider insights (see section 2.4.3).

The fee waiver and bursary both proved to be an enabling factor in the decision to release Careers Leaders for the training. In a time of budget constraints, the fee waiver was particularly important to allow Careers Leaders to access this external CPD. The bursary similarly helped to make the decision and compensate for time out of school/college.

Having the time to dedicate to the training – not just the face-to-face sessions, but also the self-directed study required – could be challenging. All interviewees acknowledged the

pressure on Careers Leaders' time (as they often had other responsibilities to deliver alongside their Careers Leader role), which impacted on the time they had for the training. According to individual circumstance, the Careers Leaders could do some of that study during work time, but most studied and completed assignments in their own time. Many training providers and Careers Leaders noted the condensed delivery of the programme (ie course duration) that created additional pressure on their time, however there was little room for the training to be made shorter.

The pitch of the course also created some challenges for participants. Providers and Careers Leaders themselves described how some participants struggled with the academic requirement of the Level 6 and Level 7 accredited courses. To try to prepare individuals and manage expectations (and thus help them make appropriate course choices), the training providers invested time in speaking with potential participants about the requirements of the course when they were first approached by Careers Leaders looking for course information.

Motivations

As evidenced from the large number of Careers Leaders dedicating their time to this role on top of existing responsibilities, undertaking the self-directed study and writing assignments in their own time, many bringing years of experience and training to the role, this group demonstrate that they are highly motivated and engaged in Careers Leadership. Those that took part in the qualitative research have the right motivations to improve careers in their schools and colleges. They see the value in change and are committed and driven to achieving good outcomes for learners via careers activities.

They are interested in the agenda (see section 4.1.1, 4.1.2 and 4.1.3), including understanding how careers theory impacts on policy and practice and they want to move the agenda forward. When considering their motivations to take part in the training (section 2.4.3), the Careers Leaders were not only interested in their own personal development, but in how the training could support their institution and what they can offer to their students.

5.2 Recommendations

This evaluation suggests that the Careers Leader training programme is working effectively; is well liked by participants; and having impacts on the capability of Careers Leaders and the provision of career guidance within schools and colleges. The following recommendations are offered for consideration by the government, The Careers & Enterprise Company, training providers, and schools/colleges (heads/principals and governors).

5.2.1 Government

- **Continue to support Careers Leaders in school and colleges**. There is good evidence to suggest that the introduction of Careers Leaders into schools and colleges has been effective in driving forwards the quality of career guidance. Given this, it is

important that the requirement to identify a Careers Leader is maintained and supported in future training.

■ **Ensure that funding remains available to train Careers Leaders**. This evaluation has found that offering fee waivers and bursaries has been an important factor in attracting Careers Leaders to the training and in overcoming school leaders' reluctance to support staff to attend training. It is important that the funding is continued firstly to cover all schools and colleges that have not yet accessed it and secondly to address a level of turnover in the Careers Leader workforce by enabling schools and colleges to train new appointees.

5.2.2   The Careers & Enterprise Company

■ **Continue to fund both accredited and unaccredited programme**. There was enthusiasm for both accredited and unaccredited provision. While on balance, accredited provision was more valued, there were multiple reasons why some Careers Leaders felt that it was not appropriate for them. Consequently, The Careers & Enterprise Company should continue to fund both routes.

■ **Continue to fund choices for Careers Leaders in each region.** Continue with the same model where Careers Leaders have a choice over different providers both locally and nationally. Keep delivery stable so that Careers Leaders are aware of what provision is available and providers know where and when they are delivering and can build their local networks.

■ **Consider longitudinal research and evaluation.** In order to establish the longer term impacts from the training (relating the Kirkpatrick Level 4), further evaluation of the programme should be commissioned to enable longitudinal impacts to be established.

■ **Review the process for claiming the bursary.** To ensure that the bursary is as helpful as possible to schools and colleges, The Careers & Enterprise Company and providers should clarify the process for claiming the bursary with participants and make sure payments are made in a timely way.

■ **Consider supporting the development of FE only provision.** In order to allow sufficient focus to the differing challenges of career guidance in FE, some participants preferred to have the option of provision that was dedicated to their sector. This should be matched by increased number of good practice examples and course materials reflecting the FE context.

5.2.3   Training providers

■ **Consider how to better address the diversity of the cohort**. The evaluation has found that the Careers Leader cohort is highly diverse in terms of educational experience, professional background and organisational role. This diversity raises a range of issues which providers should consider carefully when delivering training.

■ **Improve the level of study support available to Careers Leaders**. The training programmes, particularly those with accreditation, are appropriately demanding. But,

some participants have limited experience of high-level professional development, or have been out of formal education for a long while. Providers need to ensure that there is appropriate study support for all learners to maximise the number of participants who are able to successfully complete the training. This should include one-to-one tailored support and adjustments for learners with special educational needs.

- **Tailor the provision to include sufficient material to reflect the diversity of schools and colleges.** Because mainstream schools and colleges dominate in terms of numbers, there can be a danger that Careers Leader training is focused on this context. However, many Careers Leaders are working in further education, special schools, alternative education, pupil referral units and other contexts. It is important that programmes explicitly cover the diversity of context within which Careers Leadership can take place.

- **Link with Enterprise Co-ordinators and Careers Hubs** to ensure that graduates of Careers Leader training are connected up to communities of practice. Careers leadership in schools and colleges can be a lonely experience. One function of the training programme is to connect Careers Leaders together and form a temporary community of practice. However, once the course finishes this community of practice can diminish. Given this, it is important that one outcome of the training programme is to plug Careers Leaders into their local communities of practice.

- **Consider the need to support Senior Leadership Teams and governors with training.** In order to encourage whole-school or college buy-in to the careers agenda, consider what additional support or light touch training could help create the supportive culture needed.

5.2.4   Schools and colleges

- **Release staff to attend Careers Leader training.** Identifying a Careers Leader is now a requirement for all English schools and colleges. Evidence suggests that Careers Leaders who have received training are more effective than those who have not.[38] Given this, it is important that schools and colleges release Careers Leaders to participate in training programmes.

- **Ensure that staff who attend training are well supported** and have sufficient time to complete their course. The Career Leader programmes funded by The Careers & Enterprise Company are demanding for participants. If schools and colleges are to reap the full benefits from these programmes, they need to provide staff with sufficient time and support to complete the programmes. This could include check-ins about the training during one-to-ones with line managers and availability from line managers and SLT to proofread assignments and support action planning.

- Expect staff that have completed the Careers Leader training to introduce changes and **enable them to disseminate learning throughout the school or college**.

---

[38]   Tanner, E., Percy, C. and Andrews, D. (2019). Careers Leaders in Secondary Schools: The first year. London: The Careers & Enterprise Company.

Careers Leaders are at the heart of career guidance in schools and colleges. However, ultimately, the delivering of career guidance has to be a whole school responsibility. Consequently, it is important for senior leaders to meet with Careers Leaders on completion of their training to discuss how they are going to implement their learning and improve provision within the school.

Appendix A

Table A.1 Kirkpatrick evaluation framework

Level in Kirkpatrick model	Intended outcome
1: Reaction (immediate)	Participants are satisfied with the training they have received and believe it will help them to establish a careers programme that fulfils the Gatsby Benchmarks.
	Participants actively participate in the training and contribute to the learning experience (e.g. attend session, participate in online forums, actively share experiences and learning, complete assignments such as developing a careers strategy).
	Participants consider the training to be relevant and that they will have opportunities to apply their learning in their contexts.
2: Learning (short-term)	Participants feel well-informed about the Gatsby Benchmarks and feel confident in assessing their school/college's progress against these.
	Participants feel satisfied with the plan/strategy they have developed to take forward careers advice and guidance in their context and intend to implement it.
	Participants understand key aspects of careers theory and feel confident talking about them with others.
	Participants have good knowledge of a range of employment and education pathways, feel confident accessing, interpreting and using labour market information.
	Participants feel confident understanding and using relevant policies and frameworks.
	Participants know how they will keep their school or college's programme up to date.
	Participants have good knowledge and understanding of leadership and management and feel they can apply them, including persuading and influencing leaders and colleagues.
	Participants can articulate the role and purpose of a Careers Leader; can identify key internal and external stakeholders and their role in implementing an excellent whole school/college approach; identify training needs for themselves and others.
	Participants are able to use LMI, Gatsby Benchmarks and other sources to assess and evaluate their careers programme and also their own professional development requirements.
3. Behaviour (medium-long term)	Participants apply learning to demonstrate leadership skills in their college and school to make progress in implementing their careers strategy.
	Participants use LMI more effectively.
	Participants work effectively with external partners to provide wider opportunities to engage with employers and education providers to learners.
	Participants quality assure their careers programme by seeking feedback, conducting evaluation and using Compass.
	Participants report to senior leaders and governors to lead and influence careers strategy.

Level in Kirkpatrick model	Intended outcome
4. Results (long-term impact)	Achievement of the Gatsby Benchmarks, which leads to commitment to good quality careers advice and guidance throughout the school. Improved knowledge, decision making and progress among pupils.

IES, 2020