

CORE PROGRAMME



# Leading, Evaluating and Improving your Careers Programme

Day 3

COHERENCE

EVALUATION

IMPROVEMENT

# Learning Outcomes

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1

Review the coherence and progression of your careers programme.

2

Evaluate how effectively career-related learning is meeting learner needs.

3

Use evidence to identify strengths, gaps and priorities for improvement.

4

Evaluate approaches to change and apply them to careers development.

5

Plan evidence-informed improvements.

6

Identify and respond to colleagues' development needs.

7

Work with internal and external partners to strengthen delivery.

8

Evaluate the impact of changes and professional development.

# Our Core Programme Journey

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**Where are we now? → What do our learners need? → What should we provide? → Is it working? → What needs to improve?**

**Day 1**  
**Understand**

**Day 2**  
**Design**

**Day 3**  
**Lead, Evaluate & Improve**

# From Planning to Impact

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**At the end of Day 2, you identified strategic aims for your careers provision.**

**Choose one of those priorities. Discuss with a partner:**

- What was the priority?
- Why did you identify it?
- What evidence informed it?
- What have you done since Day 2?
- Who needs to be involved?
- What evidence informed it?
- How will you know whether it has made a difference?



# From Provision to Impact

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What do we provide?

Who participates?

What do learners  
experience?

What do learners learn or  
develop?

What difference does it  
make?

**A busy careers programme is not necessarily an effective careers programme.**

# Strands of delivery – building a coherent whole

**A Careers Leader is not simply responsible for individual activities.**

| Information provision                 | Career assessments and tests       | Professional career counselling                          | Careers advice delivered by a non-careers professional                               | Curricular interventions                   | Further study learning / work-related learning                      | Other extra-curricular activities | Frameworks for reflection          |
|---------------------------------------|------------------------------------|----------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------------------------------|-----------------------------------|------------------------------------|
| Information on further studies        | Interest inventories               | Individual career counselling                            | Career support as part of a pastoral tutor system                                    | Careers learning as part of PSHE           | Learning provider talks in-school (college or other 16–19 provider) | Careers fairs                     | Use of portfolios and e-portfolios |
| Information on occupations            | Psychometric assessments           | Small-group career counselling                           | Other career advice delivered by someone other than a qualified careers professional | Career learning as part of Citizenship     | Learning provider talks in-school (universities)                    | Games and competitions            | Action planning                    |
| A careers library                     | Computer-assisted guidance systems | Access to telephone career counselling                   |                                                                                      | Career as a cross-curricular theme         | Visits to other 16–19 learning providers                            | Inputs to assemblies              | Personal development planning      |
| Access to careers websites            | Other career assessments           | Access to online career counselling (e.g. email or chat) |                                                                                      | Career learning embedded in other subjects | Visits to universities                                              | Parental involvement              |                                    |
| Posters and displays                  |                                    |                                                          |                                                                                      | Long-block timetabling                     | Volunteering                                                        | Mentoring programmes              |                                    |
| Other labour market information (LMI) |                                    |                                                          |                                                                                      | Separately timetabled careers lessons      | Employer talks                                                      | Community/civic participation     |                                    |
|                                       |                                    |                                                          |                                                                                      | Project work                               | Workplace visits                                                    |                                   |                                    |
|                                       |                                    |                                                          |                                                                                      | Online e-learning                          | Mini-enterprises                                                    |                                   |                                    |
|                                       |                                    |                                                          |                                                                                      |                                            | Other work simulations                                              |                                   |                                    |
|                                       |                                    |                                                          |                                                                                      |                                            | Work experience                                                     |                                   |                                    |
|                                       |                                    |                                                          |                                                                                      |                                            | Work shadowing                                                      |                                   |                                    |

The role is to make sure the different strands connect into a coherent learner journey.

# Aims of career related learning

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## Grow throughout life



By learning and reflecting on yourself, your background and your strengths

## Manage career



Manage your career actively, make the most of opportunities and learn from setbacks

## Balance life and work



Balance your life as a worker and/or an entrepreneur with your wellbeing, other interests and your involvement with family and community

## Explore possibilities



Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces

## Create opportunities



Create opportunities by being proactive and building positive relationships with others

## See the big picture



See the big picture by paying attention to how the economy, politics and society connect with your own life and career

# Risks

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**What is the difference between a collection of careers activities and a progressive careers programme?**

# Case Study 1: Oakfield Academy

**Lots  
happening –  
but is it a  
programme?**

**Activity**

**Progression**

**Coherence**

**Inclusion**

### Oakfield Academy's Careers Programme

1

2

3

4

## Is Everyone Benefiting?



I also start looking more closely at who is participating.

Most students appear to have access to plenty of careers activities, but the picture isn't completely consistent.

Some learners with SEND have taken part in fewer employer activities than their peers.

That concerns me.

If our careers programme is meant to support every learner, I need to understand why those differences exist and whether activities are being planned and adapted inclusively.

# Activity – Reviewing your programme

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What are the pros and cons of your current delivery model?

How coherent is your provision across year groups or phases?

Which groups of learners may not be fully included?

## **Gatsby Benchmark 4: Linking curriculum learning to careers**

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**What makes Gatsby 4 particularly dependent on other colleagues?**

# Skills Builder – Framework



## Communication



## Creative Problem Solving



## Self-Management



## Collaboration



[The Universal Framework](#)

# Talentino - Careers at Every Level

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# PSHE / RSHE Framework

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**The renewed Ofsted Framework – five key considerations for PSHE/RSHE leads and school leaders**

# Designing a careers education programme

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Content

Differentiation

Career Guidance Theory

Teaching methods/delivery

Assessment and accreditation (if appropriate)

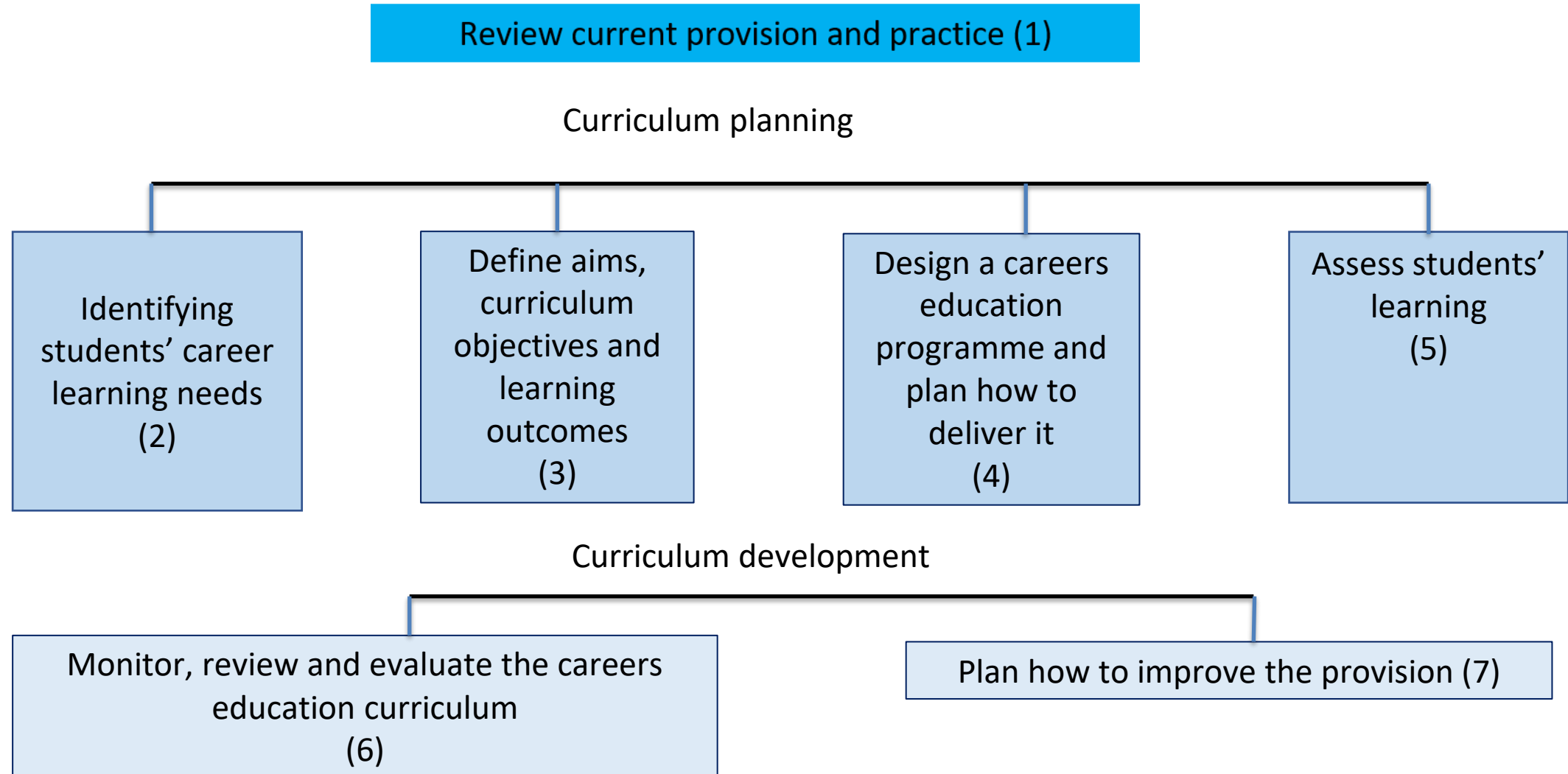
Timing of activities

Curriculum location

Monitoring, review & evaluation

**The design should begin with intended learning – not the activity**

# A Framework for Curriculum Planning



# A progressive spiral curriculum

Developing  
awareness of career

Encountering  
information

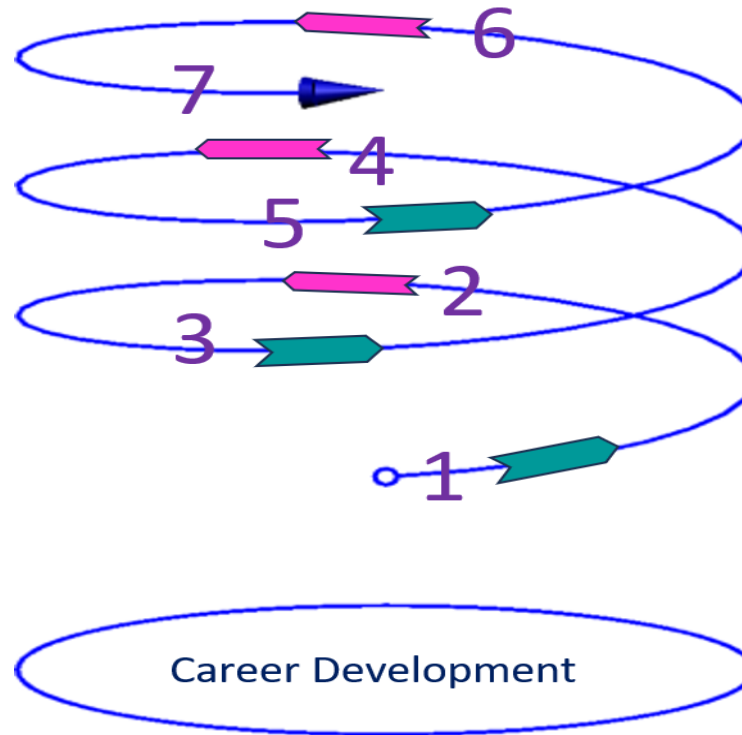
Having experiences

Reflecting on  
learning

Building  
understanding

Developing plans  
and strengths

Putting into practice



# From Activity to Learning Outcome

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**"What do our Year 9 learners need to know, understand and be able to do?"**

## Activity 3 – Test Your Own Programme

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## Activity 5 - What is Evaluation

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**What**

**How**

**Why**

**Then report back your thoughts**

# The purpose of evaluation

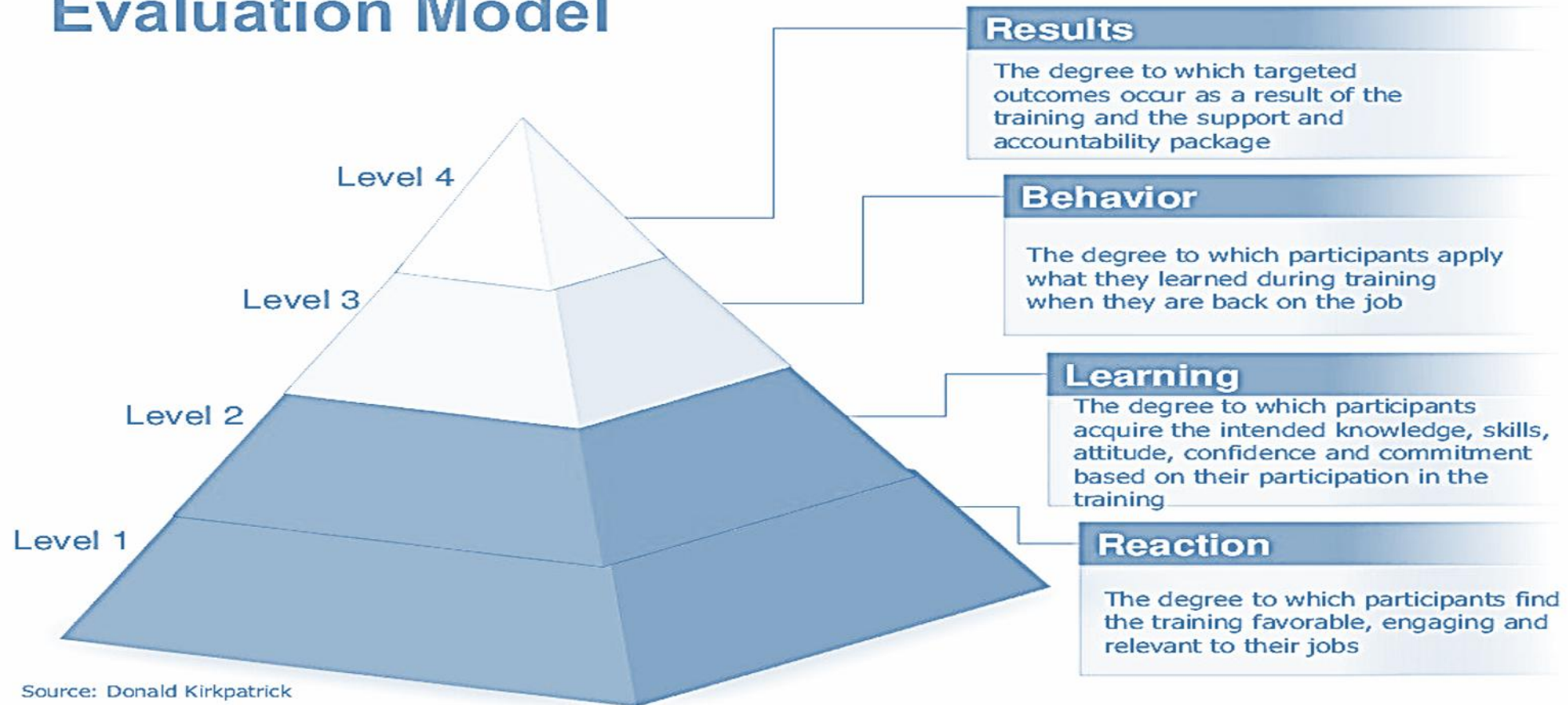
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**Evaluation should result in action.**



# Kirkpatrick's Model

## Overview of Kirkpatrick's Four-Level Training Evaluation Model



# Case Study 2: "Our Careers Programme Is Successful"

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## Riverside College

### Last year:

- 96% of learners had an employer encounter.
- 450 attended the careers fair.
- 180 completed work experience.
- 92% enjoyed the careers fair.
- Seven Gatsby Benchmarks are being met.
- 38 employers supported activities.

**The Careers Leader reports: “This demonstrates that our careers programme is highly effective.”**

**Do you agree?**

## Case Study 3: Meadow View School

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**“Careers is important, but we already have too much curriculum content to cover.”**

# Dimensions of resistance

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## Organisational level

power and conflict, functional orientation, mechanistic structure, culture

## Individual level

uncertainty and insecurity, selective perception, habit, protection of material interests, mistrust based on bad past experience

## Group level

norms, cohesiveness, groupthink



# Plan-do-check-act model (1)

## Plan

recognise or identify an opportunity and plan for change

## Check

review the results and analyse them for success or needed adaptations

## Do

Implement the plan for change on a small scale – test the change

## Act

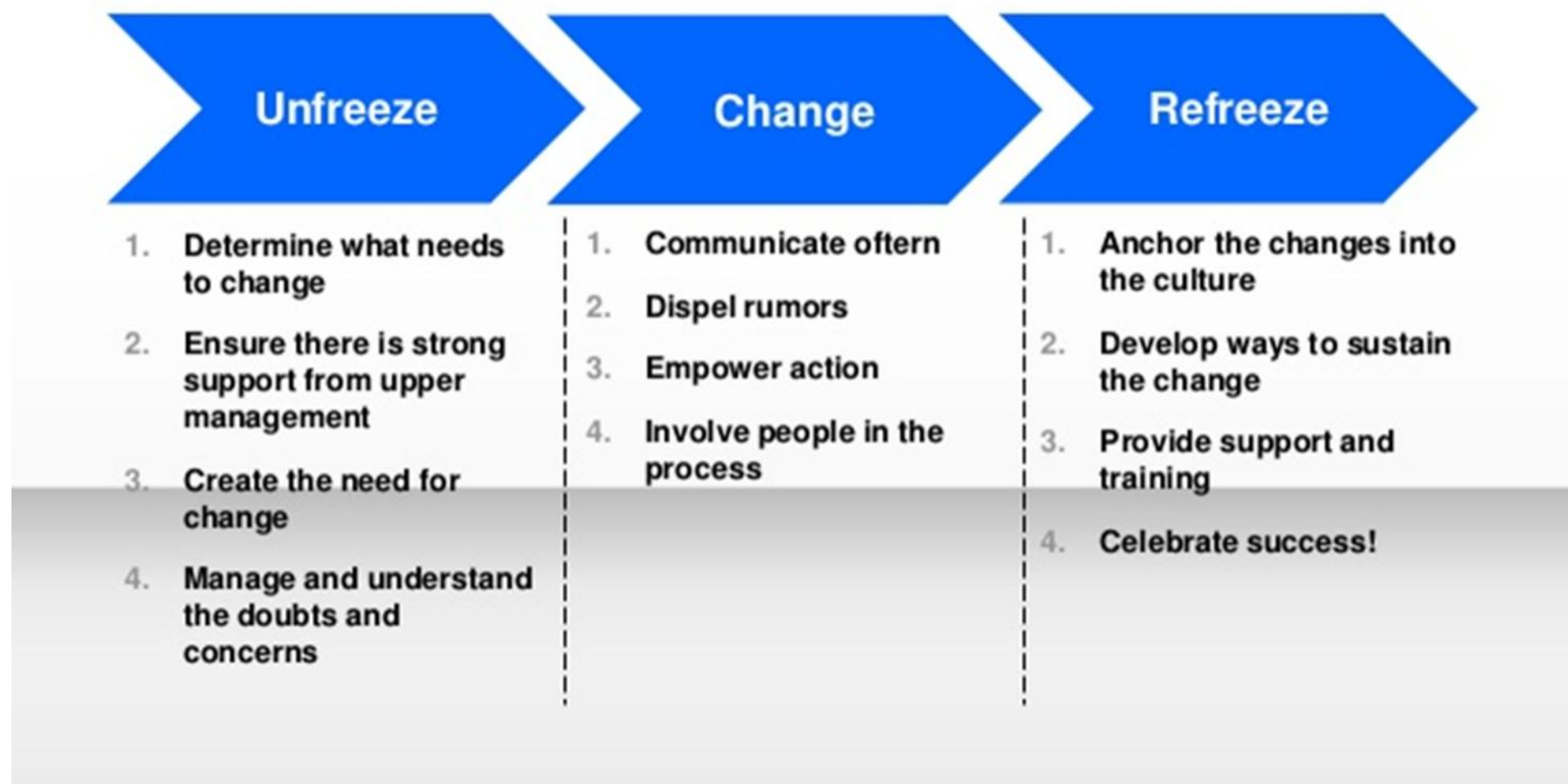
if the plan worked, implement the changes on a wider scale; if unsuccessful, go through the cycle again with a different plan

## Plan-Do-Check-Act Cycle (PDCA)

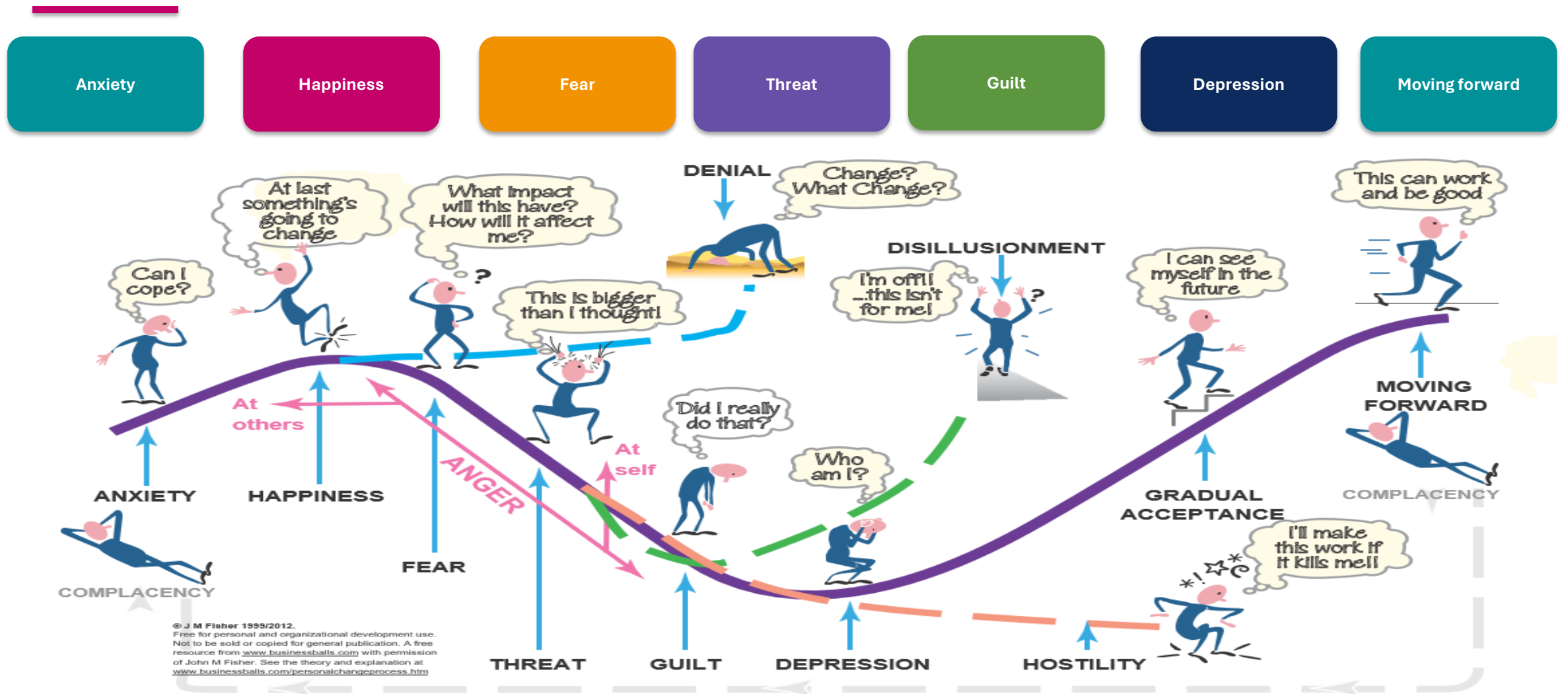


# Lewin's three stage model

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# The Process of Transition - John Fisher, 2012



Fisher's Personal Transition Curve

## Activity – Leading change

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- Think about how you would handle change.
- What barriers might you face (individual, group, organisational)?
- Which change model (Lewin, PDCA, Fisher's Transition Curve) resonates most with your organisation?
- What will you do about work experience?

# Turning Evidence into an Improvement Plan

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**An improvement plan should include?**

**Recommendations should be justified by evidence – not preference.**

# CPD and Training Needs Analysis (TNA)

## Survey or Poll

using MS Forms/Google Forms to ask staff about confidence with careers tasks (e.g., Gatsby 4, signposting, linking curriculum to careers)

## Observation or Learning Walks

noticing how careers is embedded in lessons, tutor time, or pastoral practice

## Interviews or Conversations

brief discussions during staff meetings or department meetings

## Document Reviews

looking at schemes of work, tutor programmes, or staff handbooks to see gaps

## Audiences

Tutors/teachers  
delivering careers  
content

Subject teachers  
linking curriculum to  
careers

Pastoral staff

SENDCO / support  
staff

Work experience  
coordinators

Employer engagement  
staff

Senior  
leaders/governors

Visiting  
Employers/Providers

Senior  
leaders/governors

Programme  
evaluation/data

# Different Ways to Develop Colleagues

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**Development Doesn't Always Mean a Training Course**

# Activity – Planning training

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**Post in the chat a draft one-sentence training need and a matching training activity, e.g.:**

## Example

“Teaching staff lack confidence in delivering careers learning (Gatsby 4), so I will run a 30-minute training session on linking classroom topics to real-world roles.”

- Reflect on the justification for your proposed training:
- Which need was identified in the TNA
- How the training directly responds to that gap
- What outcomes they expect for individuals and the organisation

# Continuous Improvement Cycle

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**Continuous improvement is not a once-a-year activity.**

# Professional Practice Challenge

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## Take one action from your improvement plan

1

What did you do?

3

What did you learn?

2

What happened?

4

What needs to happen next?

# Reflective questions

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## Question 1

1. What's the most important thing you learned from today's session and discussions? Is there something you'd like to celebrate or recognise in your practice?

## Question 2

2. Has today highlighted a gap or something you'd like to implement? What, when and how?

## Question 3

3. What support do you need from leadership or others to address immediate priorities? What discussions should you have with your line manager to move forward?

# Extension programme

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For those of you going on to day 1 of the Extension programme, you will need to read the case studies in the extension workbook to participate in the training activities.

# Accreditation and Assessment

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- [Unit 18 Assessment Criteria - 18.4.1](#)
- [Unit 18 Assessment Criteria - 18.4.2 / 18.4.3](#)
- [Unit 18 Assessment Criteria - 18.5.1 / 18.5.2 / 18.5.3](#)
- [Unit 19 Assessment Criteria - 19.4.1](#)
- [Unit 19 Assessment Criteria - 19.6.2](#) -
- [Unit 19 Assessment Criteria - 19.7.1](#)
- [Unit 19 Assessment Criteria - 19.7.2](#)