Session Aims

Driving careers impact through effective use of data

- Support participants to make effective use of data and insights to ensure careers learning journeys are responsive to learners' needs

- Support participants to make effective use of data and insights within effective strategic careers planning

- Provide opportunities for participants to reflect on their institution's use of data and insights, and identify actions for continuous improvement

Understanding data and insights

What types of data and insights are relevant when planning for impact as a Careers Leader?

Understanding data and insights

- Labour market information
- Pathways information
- Learner participation in careers provision
- Stakeholder voice
- Stakeholder satisfaction
- **Learner career readiness**
- Learner attainment/progress
- Attendance
- Behaviour
- **Destinations Data (including aspiration, intended, actual, sustained and longer-term)**
- Institution context
- Learner context
- Regional context
- …

Where to start…

THE **CAREERS &**
ENTERPRISE
COMPANY

Careers learning journeys responsive to learners' needs…

- Review current careers provision mapping

- Reflect on the learning happening throughout your provision

- Consider your methods of identifying learners' needs – how do you source information and insight to analyse?

- Analyse data and insight to ensure provision is responsive

- Evaluate learner progress

Current provision mapping

- Are all elements of your careers provision mapped in one place?

- Is the sequence of activities clear?

- Are learning outcomes highlighted and explicit in the provision mapping?

- How are learners supported to understand the intent and sequence of the provision?

- **Compass+ users** – how do you log provision (activities) in tool?

SHARE: 1 strength & 1 area for development

Reflect on the learning happening throughout your provision

- Learners as leavers

- Learning outcomes

- Staff development

- Parent and carer engagement

Learning Outcomes	What are Learning Objectives?
Clear and concise statements: Describe what learners are expected to know, understand, or do End point: Focus on the tangible outcomes of the learning journey Highlight what learners can demonstrate as leavers of your setting Evaluation: Provide a way to assess if the careers provision intent has been achieved	Specific and measurable statements: Define what learners are expected to achieve during specific encounters, work experiences, or lessons Evaluation: Provide a way to assess if the careers intervention aim has been achieved
e.g. Learners have a broad knowledge of a range of career opportunities which enables informed decision making	**e.g. By the end of this work experience, learners will understand that there are different types of workplaces such as, offices, warehouses and home working, and that there are different types of employment such as, self-employment, freelancing, and full-time employment**

Reflect on the learning happening throughout your provision

- Learners as leavers

- Learning outcomes

- Staff development

- Parent and carer engagement

Learning outcomes

- How are learning outcomes agreed for your provision?
- Where are they written down and how are they shared?
- Is there a shared sense of the ambition for your learners as leavers?
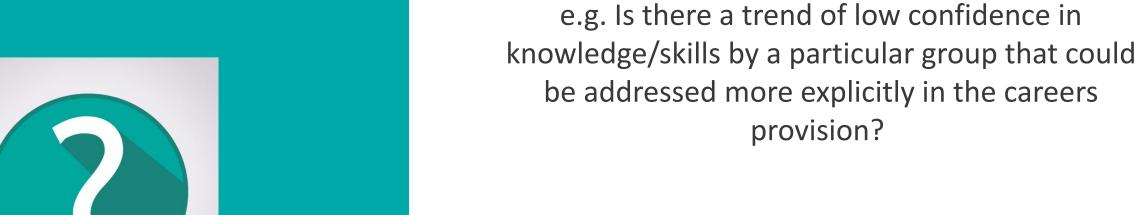
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Learner career readiness

What questions could you ask of learner career readiness to make careers provision more responsive?

e.g. Is there a trend of low confidence in knowledge/skills by a particular group that could be addressed more explicitly in the careers provision?

Learner career readiness

- What specific skills and knowledge do learners feel confident about?
- Are there areas where learners consistently report low confidence or understanding?
- Are there any common misconceptions among learners regarding career readiness?
- Are there particular groups of learners who show lower confidence in their career readiness?
- How well do learners' career readiness perceptions align with regional job opportunities?
- Are learners aware of the skills and knowledge required for local industries?
- How do learners' perceptions of their career readiness correlate with their long-term career outcomes?

Destinations Data

(aspirations, intended, actual destination, sustained, long term)

What questions could you ask of destinations data to make careers provision more responsive?

e.g. How do aspirations data reflect misconceptions/stereotypes

Destinations Data

- How well do learners' destinations align with their stated career goals and aspirations?

- Are there any discrepancies between learners' intended and actual destinations?

- How do learners' destinations align with regional job market opportunities?

- Are certain career pathways underrepresented in the destinations data?

- Are there any patterns or trends in sustained destinations among different learner groups?

- Are there any disparities in destinations data among different demographic groups (e.g., gender, ethnicity, socioeconomic status)?

…

Making effective use of data & insight

- Data capture points

- Reflection milestones (settings and learners!)

- Cross school, special school or college response analysis

- Analysis sharing (inc. SLT & Govs)

- Cross school, special school or college response action-planning

Resource & Support

- Understanding how to develop progressive and responsive careers provision (Career Learning Journeys)
- Understanding how to effectively evaluate your careers provision
- Understanding how to create a strategic careers plan
- Careers Leader Roadmap
- Careers Impact internal leadership review