

# Careers Leader Training:

Impact on knowledge,  
practice and programmes

(2018-2020)



## Publication information

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# About this report

The Careers & Enterprise Company funded over 1,300 Careers Leaders to participate in training from 2018 to 2020. This report investigates the impact of the training, drawing on quantitative evidence from pre- and post-training Careers Leader self-assessment surveys, a follow-up survey and data showing Gatsby Benchmark achievement. The research aims to investigate whether and how the training improves Careers Leader knowledge, leads to changes in Careers Leader practice and improves careers provision in schools and colleges.



# Key Messages

## Key messages for Careers Leaders and education leaders

- The training is associated with improvements in knowledge across the four key responsibility areas of the role: leadership, management, coordination, and networking.
- The training is appropriate for Careers Leaders in different settings: special schools, alternative provision, further education colleges, sixth form colleges and mainstream secondary schools.
- Careers Leaders with different levels of experience benefit from the training.
- Establishments with Careers Leaders who participated in the training achieve a higher number of Gatsby Benchmarks after completing the training, than establishments with Careers Leaders who did not participate in the training.

## Key messages for training providers

- The training is successful in improving Careers Leaders' knowledge across the four key responsibility areas of the role; leadership, management, coordination and networking.
- The training is particularly effective at supporting Careers Leaders to plan and evaluate their careers programme, support subject teachers to embed careers into the curriculum and raise the profile of careers within their school or college.
- The training is less effective in supporting Careers Leaders to implement progressive learning outcomes, or to improve access to encounters with providers of vocational qualifications.
- Having completed the training, the areas where Careers Leaders would like further support were on using labour market information more effectively, linking careers to the curriculum and implementing progressive learning outcomes.



# 1 | Introduction

## The Careers Leader role

In 2017 the government published a new careers strategy stating that by September 2018 schools and colleges should have 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'.<sup>1</sup> The Gatsby Benchmarks are an evidence-based framework for careers education<sup>2</sup>, backed by the government in the careers strategy and supported by The Careers & Enterprise Company. To support the implementation of the role within schools and colleges The Careers & Enterprise Company, in collaboration with The Gatsby Foundation, published specifications of the Careers Leader role in schools and colleges.<sup>3,4</sup>



### Careers Leaders have four key areas of responsibility:

- **Leadership** - take responsibility for developing, running and reporting on the school or college'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 or college and from outside.
- **Networking** - establish and develop links with employers, education and training providers and careers organisations.

In colleges, Careers Leader responsibilities are typically split between a strategic and operational role. The strategic Careers Leader is responsible for leading the career programme and ensuring that the college's operational Careers Leaders oversee the delivery.

1. Department for Education (2018). Careers guidance and access for education and training providers. London: Department for Education.

2. Gatsby Charitable Foundation (2014). Good career guidance. London: Gatsby Charitable Foundation.

3. The Careers & Enterprise Company & Gatsby Charitable Foundation (2018). Understanding the role of the Careers Leader: A guide for secondary schools. London: The Careers & Enterprise Company.

4. The Careers & Enterprise Company & Gatsby Charitable Foundation (2018). Understanding the role of the Careers Leader: A guide for colleges. London: The Careers & Enterprise Company.

## Careers Leader Training

In 2018, following investment from the Department for Education, The Careers & Enterprise Company established a fund to train 1,300 Careers Leaders across England. This funding covered the cost of the training, which was offered to Careers Leaders free of charge, and provided a £1,000 bursary that the Careers Leader's school or college could claim upon completion of the training. This bursary was intended to facilitate the Careers Leader to attend the training, for example, by paying for travel or teaching cover, for a careers-related activity at a later date, or any other activity the school or college deemed to be appropriate.<sup>5</sup>

Twelve training providers were commissioned to deliver the training, ensuring access to provision across the country. The variety of providers also gave Careers Leaders the choice between non-accredited and accredited training at both Level 6 and Level 7.

The training programmes supported through the fund were required to 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.
- the ability to develop their skills in the light of reflection, evaluation and new evidence.

In terms of learning outcomes, The Careers & Enterprise Company specified that the programmes should equip Careers Leaders to:

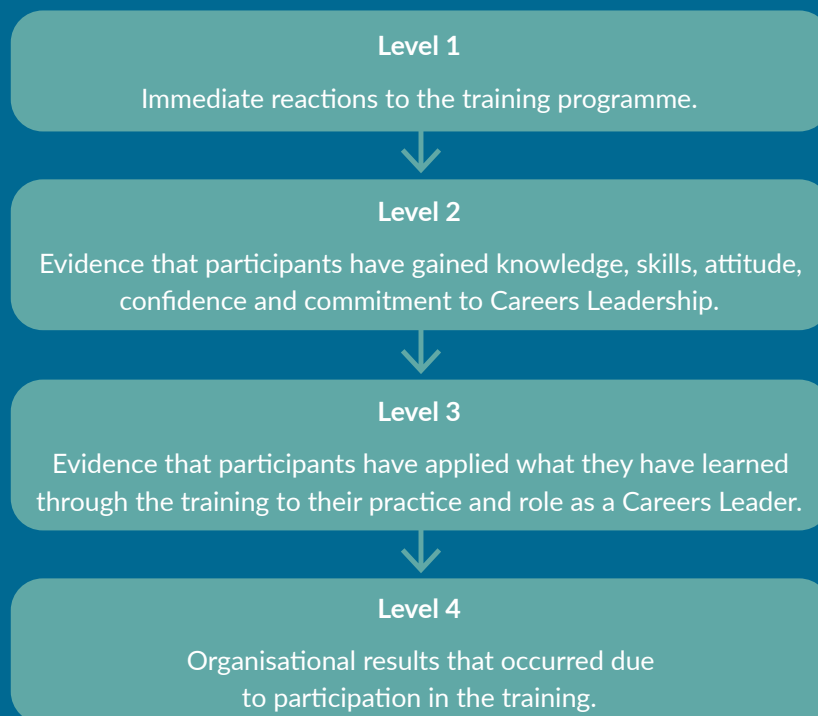
- describe the Gatsby Benchmarks, review the school or college's current level of implementation and set out a plan for taking these forward.
- discuss key aspects of career theory and how these apply to the design of a school or college's careers programme.
- describe a range of different education 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 first wave of funding (April 2018- March 2020) trained 1,466 Careers Leaders from 1,363 establishments, exceeding the initial target of 1,300. Following this, a second wave of investment from the Department of Education enabled 650 further training places to be offered (April 2020- March 2021). This report focuses on the 1,466 Careers Leaders who took part in the first wave of training.

# 2 | Measuring the impact of the training

This report follows an independent qualitative evaluation of the Careers Leader training by the Institute for Employment Studies (IES) in 2020.<sup>6</sup> The research aimed to assess the implementation of the training; understand participants reasons for taking part; examine Careers Leaders experience of the training and identify perceived impacts. This was done through a short period of desk research, interviews with training providers, Careers Leaders and senior leadership team colleagues of Careers Leaders.

To evaluate the impact of the Careers Leader training IES developed an evaluation framework based on the Kirkpatrick model of training impact.<sup>7</sup> The outcomes and impacts of the training can be grouped into four sequential levels.



6. Institute for Employment Studies (2020). Evaluation of the Careers Leader Training.

7. <https://www.kirkpatrickpartners.com/Our-Philosophy/The-New-World-Kirkpatrick-Model>



The IES research provided qualitative evidence of Level 1, Level 2 and Level 3 impacts, and offered initial insight into Level 4 impacts. Perceptions from Careers Leaders and senior leadership colleagues showed that the training had a positive impact on Careers Leaders and their schools and colleges, and that Careers Leaders gained confidence and increased their knowledge of careers and the Careers Leader role.

One year on from the publication of the IES report, this research develops the evidence by investigating the longer-term impact of the training, drawing on quantitative evidence about knowledge and attitudes (Level 2), changes in practice (Level 3) and improvements in Gatsby Benchmark provision (Level 4) for the 1,466 Careers Leaders who took part in the first wave of training.

This research aims to investigate whether and how the training:

- Improves Careers Leaders knowledge of the responsibilities and requirements of the role.
- Supports Careers Leaders in different education settings.
- Leads to changes in Careers Leaders practice in schools and colleges.
- Improves careers provision in schools and colleges.

## Methods

Three sources of data were used to assess the impact of the training. A brief description is included below. For a more detailed explanation, please refer to [Appendix 1](#) of this report.

### Careers Leader self-assessment survey

The Careers Leader self-assessment survey asked Careers Leaders to assess their knowledge in each of the four areas of responsibility (leadership, management, coordination, and networking) before and after the training. The number of questions for each responsibility area differed, as did the number of questions asked of school, college operational and college strategic Careers Leaders. A full list of the questions can be found in [Appendix 2](#) of this report. Responses ranged from strongly disagree to strongly agree. Pre-training and post-training responses were scored from 1-5, from strongly disagree (1) to strongly agree (5) and a percentage score for each responsibility area was calculated. Questions on impact, satisfaction and Gatsby Benchmark achievement were also asked.

All 1,466 Careers Leaders who completed the training were sent a pre-training and post-training self-assessment survey. 649 pre-training and 1,116 post-training self-assessment surveys were completed, 409 of which could be matched and used in the analysis. All 1,116 post-training self-assessment surveys received were used for reflective questions asked at the second time point.

### Long-term impact survey

The long-term impact survey was sent to Careers Leaders in January 2021, 6-24 months after they had completed the training. The survey asked about their confidence in each of the four responsibility areas as well as how the training had impacted their practice and careers programmes. The survey was sent to 596 Careers Leaders who were willing to be contacted for future research and had finished the training over 6 months ago, and 225 responses were received. Responses were anonymous and therefore not matched to self-assessment survey responses.

### Compass data

Compass is a self-assessment tool that allows schools and colleges to track their provision against the Gatsby Benchmarks. Compass data was used to measure the change in Gatsby Benchmark achievement of the schools and colleges in which the training participants worked. The hypothesis was that it might take time for the benefits of the training to filter through to improved careers programmes, and so pre-training Compass data was compared to data from March 2021, which was 6-24 months after the training had been completed. Results for 1,100 establishments with Careers Leaders who had completed the training was compared to data for 1,500 establishments where Careers Leaders had not participated in the training. Membership of Careers Hubs was also accounted for, as this is a strong driver of Gatsby Benchmark performance.



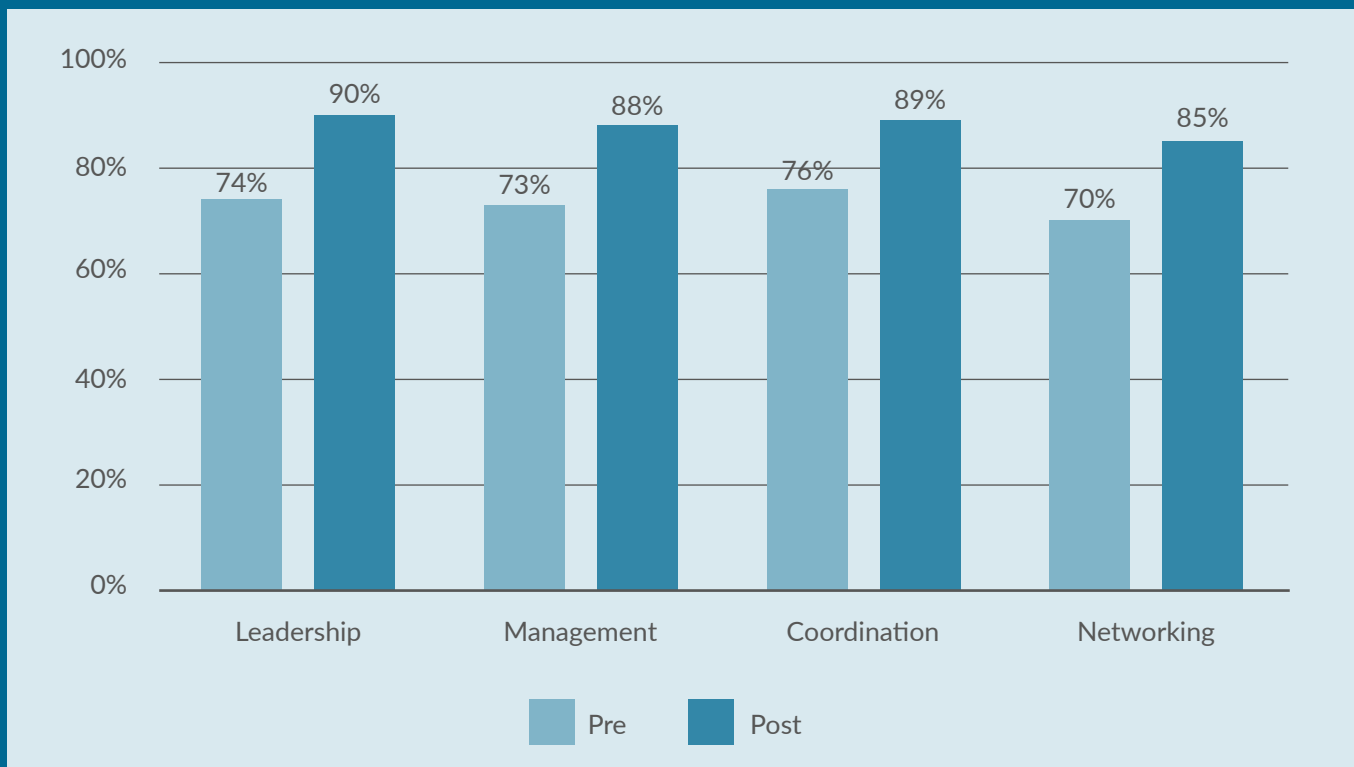
# 3 | Did the training improve Careers Leader knowledge?

This chapter will focus on Level 2 of the Kirkpatrick model of training impact which addresses the knowledge, skills and confidence gained by training participants. It uses evidence from the pre-and post-training self-assessment survey to identify the extent to which participants gained or improved their knowledge around the four key responsibility areas of the Careers Leader role: leadership, management, coordination, and networking. Given that Careers Leaders from different types of schools and colleges, and with different levels of experience attended the same training, it will compare the perceptions and benefits for different groups.

## Careers Leaders’ knowledge increased after the training

Careers Leaders’ average knowledge score was higher in each of the four responsibility areas after completing the training. The average knowledge score increased by between 13-16 percentage points after completing the training and this improvement was statistically significant across all four areas; leadership<sup>8</sup>, management<sup>9</sup>, coordination<sup>10</sup> and networking<sup>11</sup>.

Figure 1: Average knowledge score across each responsibility area in pre-training and post-training Careers Leader self-assessment survey (N=409)



8. Results of paired samples t-test (leadership): total score:  $t=-19$ ,  $df=408$   $P<0.000$ .

9. Results of paired samples t-test (management): total score:  $t=-21$ ,  $df=408$   $P<0.000$ .

10. Results of paired samples t-test (coordination): total score:  $t=-17$ ,  $df=408$   $P<0.000$ .

11. Results of paired samples t-test (networking): total score:  $t=-20$ ,  $df=408$   $P<0.000$ .

## Careers Leader knowledge increased across different institution types

The average knowledge score increased post-training for Careers Leaders working in mainstream schools, special schools, or alternative provision, and further education or sixth form colleges across each of the responsibility areas. The largest increase was seen in Careers Leaders working in special schools or alternative provision.<sup>12</sup> The pre-training survey results show that Careers Leaders working in special schools or alternative provision settings had, on average, a lower knowledge score before starting the training, which could partially explain this.

Post-training, Careers Leaders across the three groups were scoring similarly highly in each responsibility area, suggesting that the training is beneficial for Careers Leaders working in a range of settings.

**Table 1: Average knowledge score across each responsibility area in pre-training and post-training Careers Leader self-assessment survey by establishment type**

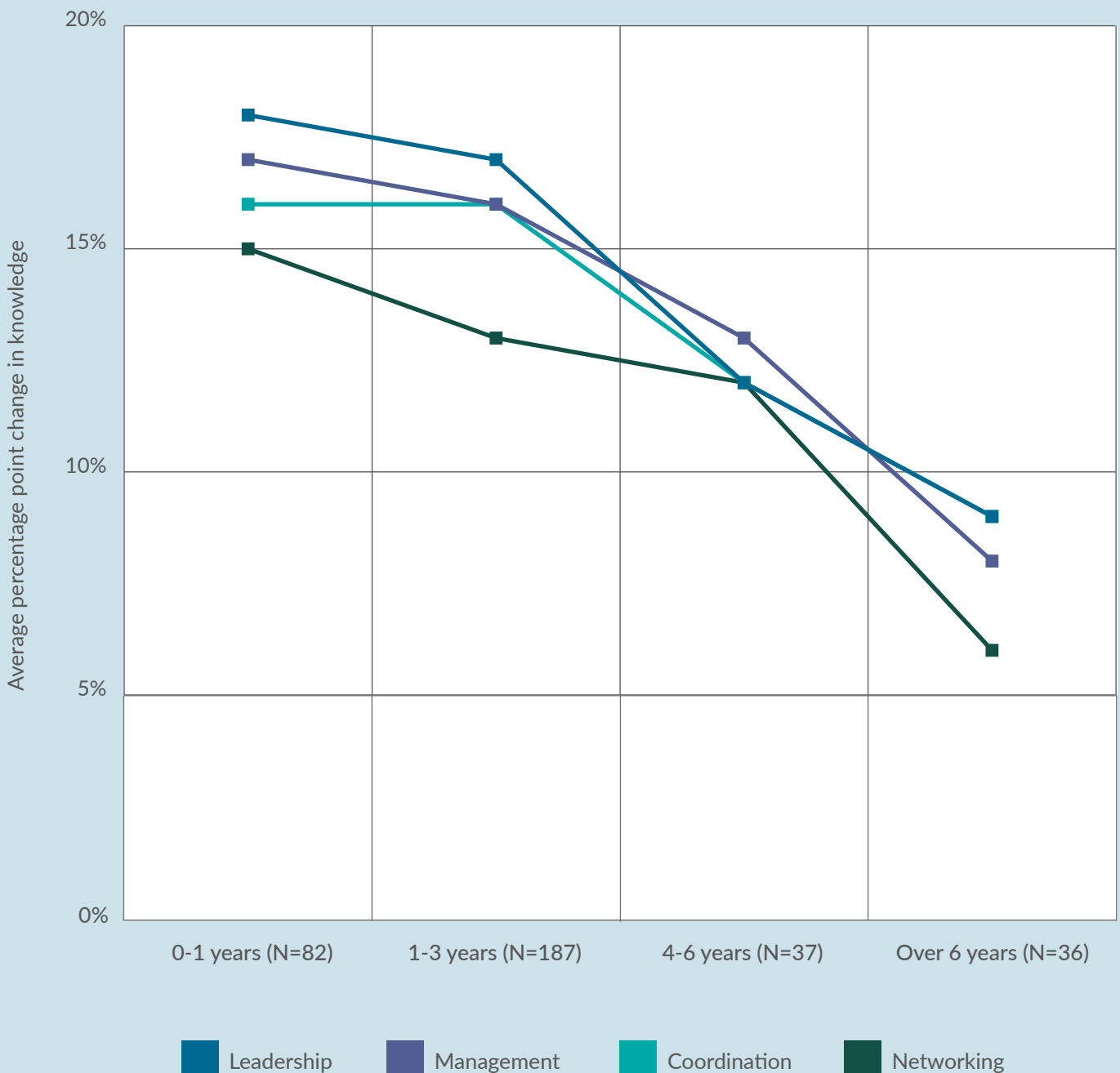
	Leadership		Management		Coordination		Networking		N
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
College	77%	90%	77%	89%	77%	89%	75%	88%	50
SEND/AP	71%	89%	69%	88%	70%	88%	62%	80%	55
Mainstream	74%	90%	74%	88%	77%	90%	71%	85%	304

12. This was not statistically significant due to the small sample size.

## Careers Leaders' change in knowledge varied by level of prior experience but all benefited

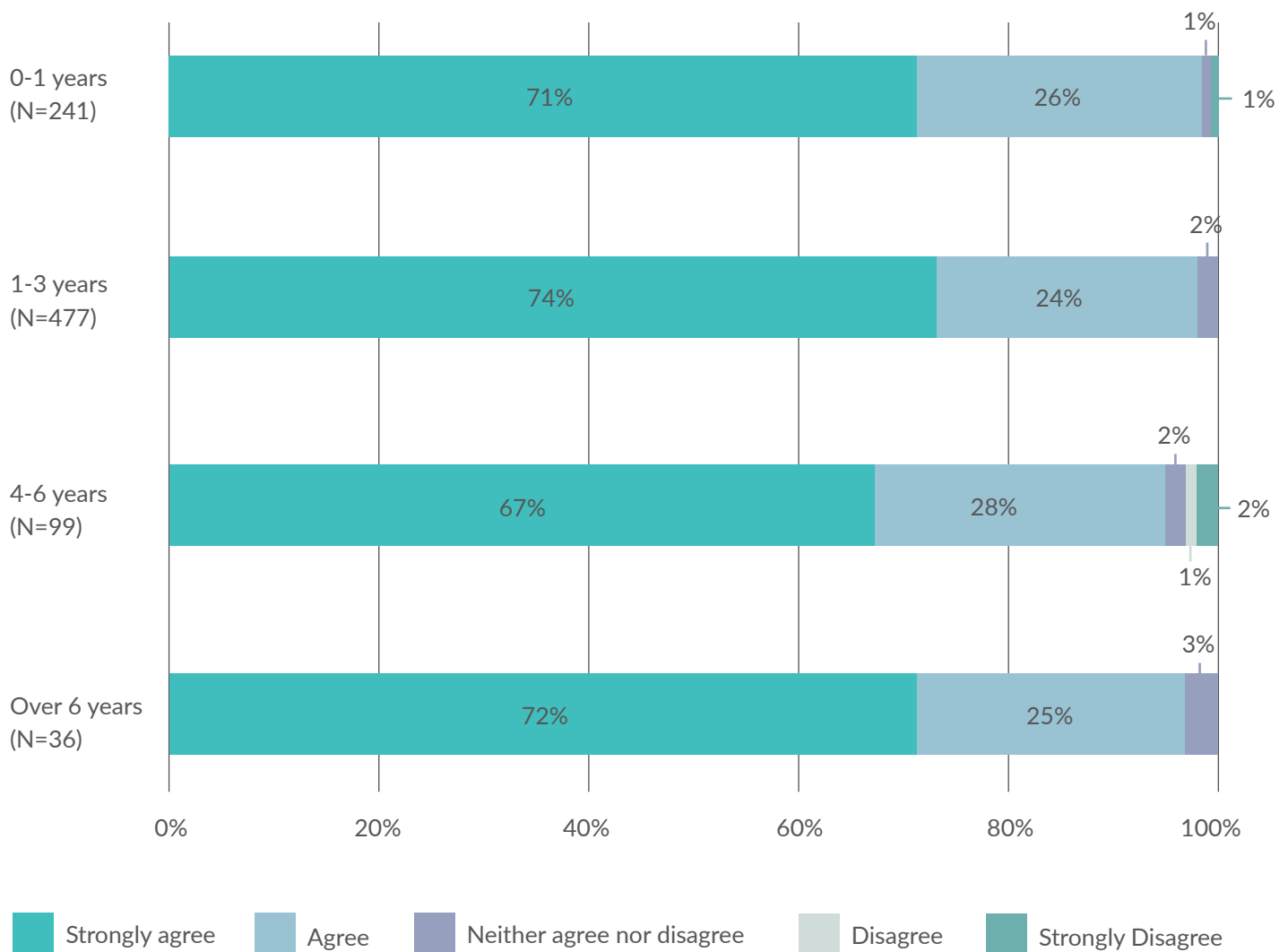
The average knowledge score improved for all Careers Leader groups regardless of the length of time they had spent in the role, with the largest average improvements seen in Careers Leaders who were newer to the role. Careers Leaders who had been in the role for longer had, on average higher knowledge scores before starting the training, potentially creating a ceiling effect that limited the additional progress that could be made.

**Figure 2: Average percentage point change in knowledge score across each responsibility area in a pre-training to post-training Careers Leader self-assessment survey by the time Careers Leaders had been in their role**



When all Careers Leaders were asked to self-reflect if the training had increased their knowledge of Career Leadership the overwhelming majority (97%) agreed, regardless of how long they had been in the role. This suggests that the training has value for Careers Leaders with varied experience in the role.

**Figure 4: 'The training increased my knowledge of careers leadership' by time Careers Leaders had been in their role (N=840)<sup>13</sup>**

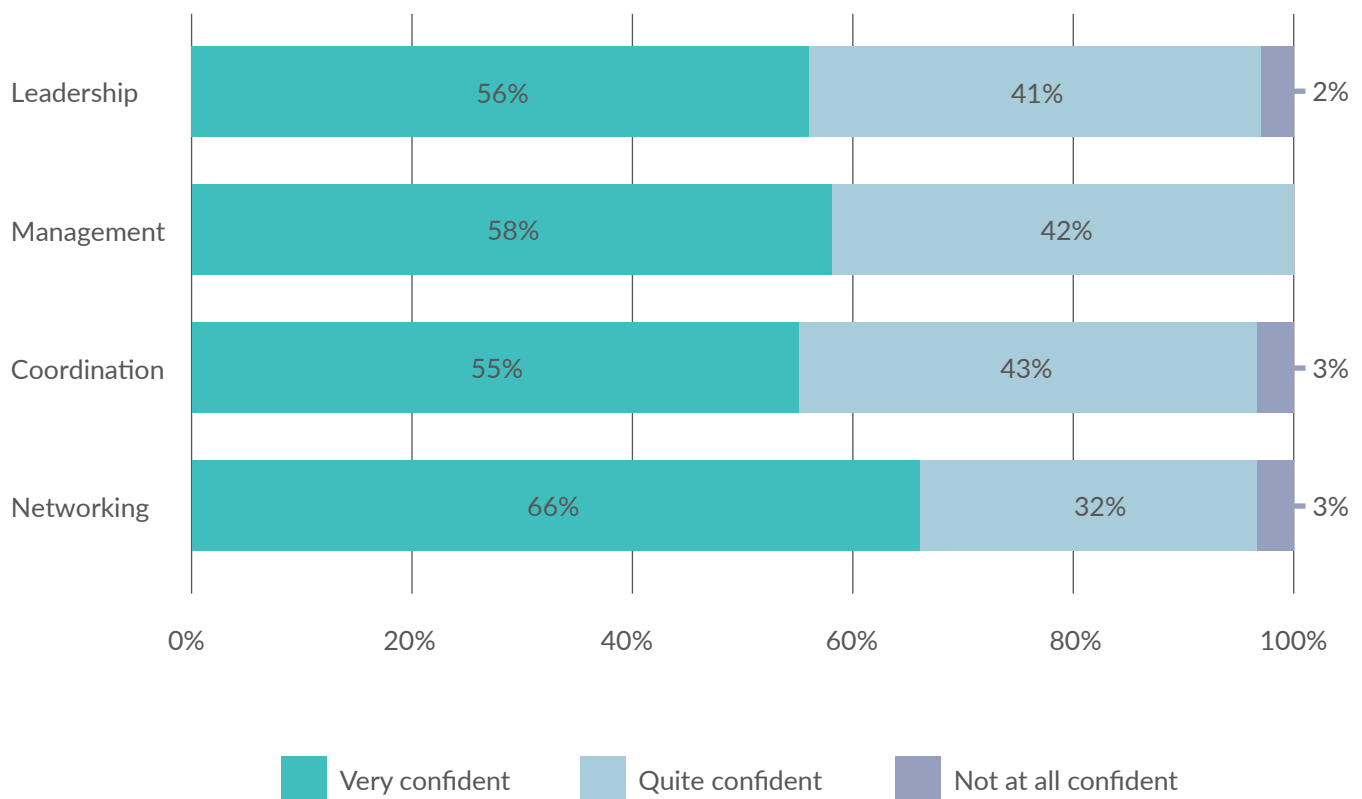


13. Data from 840 Careers Leaders who completed the question on careers leadership in the post-training self-assessment survey, and provided information on length of time in role.

## Careers Leaders were confident in the four responsibility areas 6-24 months following the training

In the follow up long-term impact survey Careers Leaders were asked how confident they were in each of the four key responsibility areas: leadership, management, coordination and networking. Over half of Careers Leaders reported being very confident across the four key responsibility areas, with over 95% reporting being very or quite confident. This suggests that the impact of the knowledge gained as a result of the training was sustained over time.

**Figure 4: Responses to questions on Careers Leaders confidence in the leadership, management, coordination and networking aspects of their role (N=225)**



# 4 | Did the training lead to a change in Careers Leader practice?

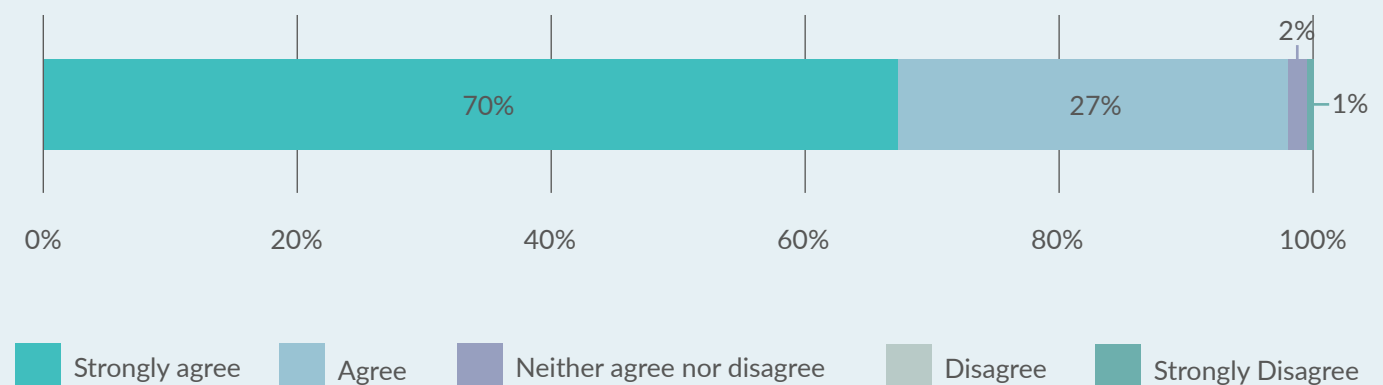
This chapter focuses on Level 3 of the Kirkpatrick model of training impact and explores the extent to which learning from the training was applied to Careers Leader practice. It compares the level of impact across areas and identifies where there could be a need for focus in future training.

This chapter draws on insight from the long-term impact survey, sent to Careers Leaders 6-24 months after they had completed the training. Careers Leaders were asked if they had improved various aspects of their practice since completing the training and if the training supported them to do this. A limitation of this method is we do not know if non-improvement reflects limitations of the training or strong performance before starting the training which limited the progress that could be made.

## The training helped Careers Leaders to identify actions to help them improve their practice

In the post-training self-assessment survey, the overwhelming majority (97%) of Careers Leaders agreed that the training had helped them identify actions to improve their practice.

Figure 5: 'The training helped me identify actions to improve my practice' (N=1116)





## The majority of Careers Leaders improved their careers programmes after completing the training

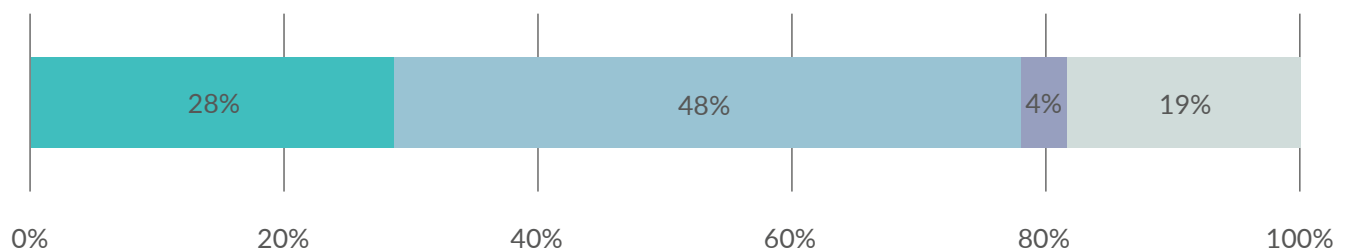
One of the key learning outcomes of the training was an understanding of the Gatsby Benchmarks and how to design a strategic careers plan to support their achievement. A strategic careers plan provides a foundation for impactful careers provision for young people and enables them to make well-informed decisions about education, training, apprenticeships, and employment opportunities. Gatsby Benchmark 1 states that careers programmes should be regularly evaluated with feedback from students, parents, teachers and employers.

In the long-term impact survey Careers Leaders were asked if, since completing the training they had evaluated their careers programme, and if so, what impact the training had on this activity. 80% of Careers Leaders reported having evaluated their career programme since completing the training and 76% reported that they did or improved this as a result of the training.

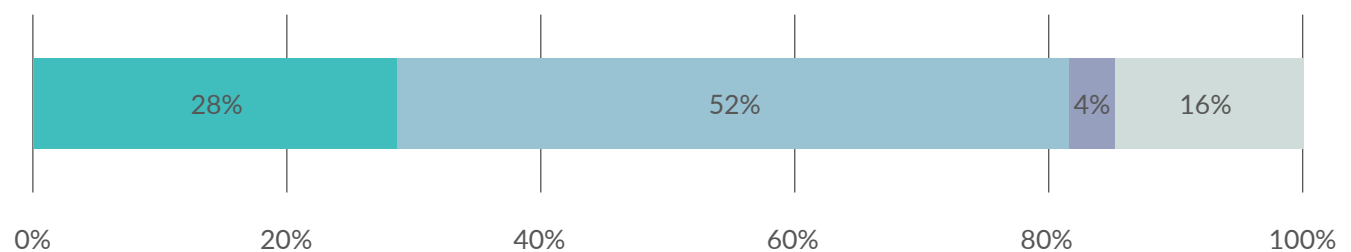
Similarly, the majority of Careers Leaders (84%) had updated their strategic careers programme since completing the training, and 80% reported that they did or improved this as a result of the training.

This suggests that the training is highly effective in supporting Careers Leaders to evaluate and improve their careers programmes.

**Figure 6: ‘Has the training supported you to evaluate your current careers programme?’ (N=225)**



**Figure 7: ‘Has the training supported you to update your strategic careers programme?’ (N=225)**



Yes, I did this activity as a direct result of the training

Yes, I improved this activity as a result of the training

Yes, I did this but the training did not impact it

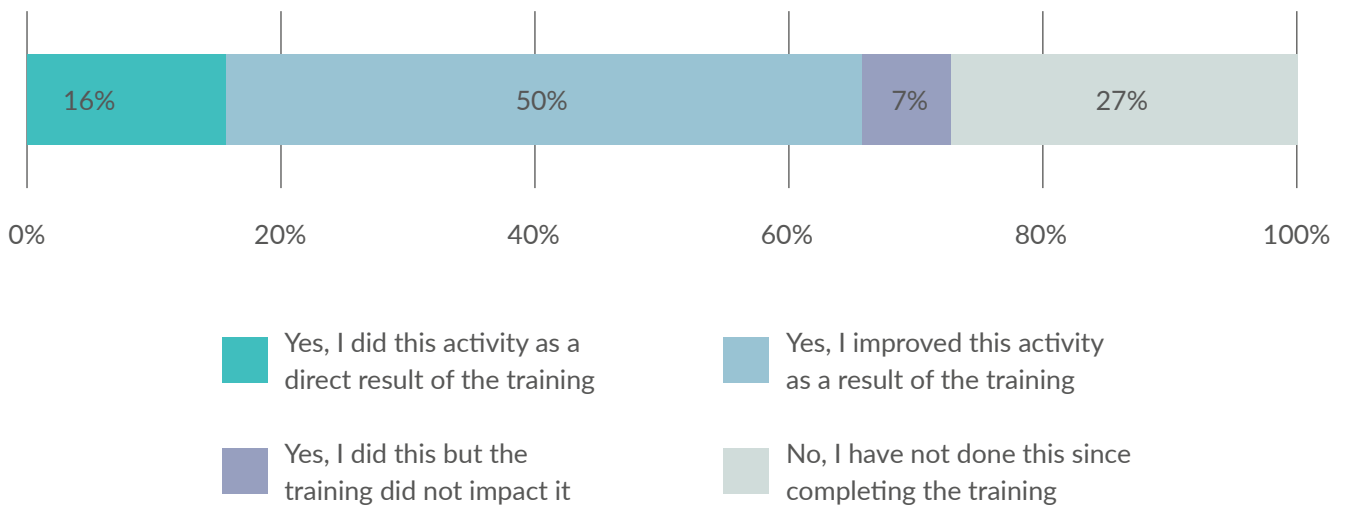
No, I have not done this since completing the training

## The training supported two-thirds of Careers Leaders to link careers to the curriculum

A core component of Gatsby Benchmark 4 is that students should understand how different subjects are related to different careers. Subject teachers are highly influential and key to the achievement of this benchmark and so upskilling and supporting teachers to link careers to the curriculum is an important part of the Careers Leader role.

Of Careers Leaders who had supported teachers to link careers to the curriculum (73%), the majority reported that they had done or improved this as a result of the training.

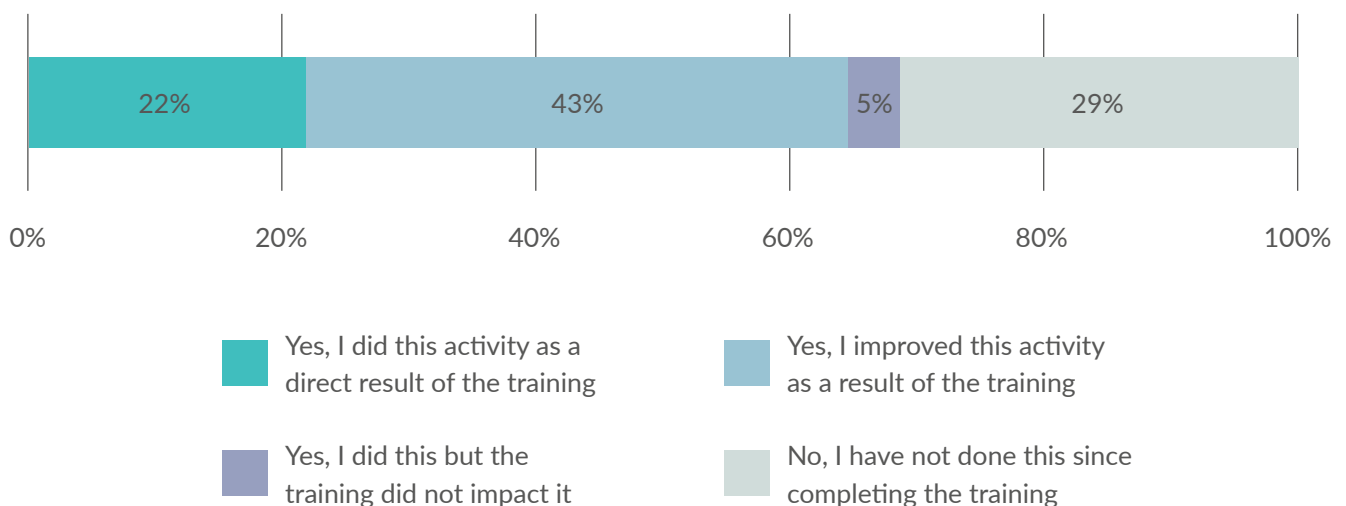
**Figure 8: 'Has the training supported you to help subject teachers link careers to the curriculum within your school/ college?' (N=225)**



## Two-thirds of Careers Leaders raised the profile of careers in their school or college after completing the training

Schools and colleges should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors, and employers (Gatsby Benchmark 1). To achieve this Careers Leaders often have to work to raise the profile of careers within their institution. Almost two-thirds (65%) of Careers Leaders reported that the training had supported them to raise the profile of careers in their school or college. A fifth (22%) of Careers Leaders reported that they did this as a direct result of the training.

**Figure 9: 'Has the training supported you to raise the profile of careers within your school/ college?' (N=225)**



## Engagement with senior leadership and governors improved for half the Careers Leaders

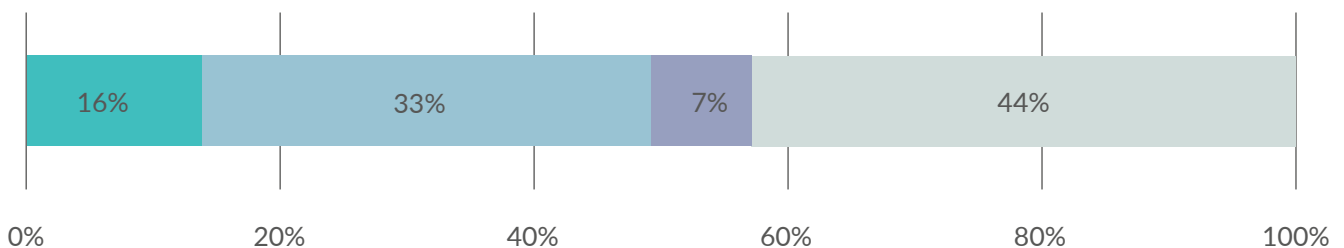
Senior leadership and governor engagement is an important part of embedding careers within a school or college and supports Gatsby Benchmark achievement.

A large proportion of Careers Leaders had not improved senior leadership (44%) or governor (53%) engagement with the careers programme since completing the training. This could be because engaging with these groups is still a challenge for Careers Leaders, or that engagement with these groups was already high, creating a ceiling effect.

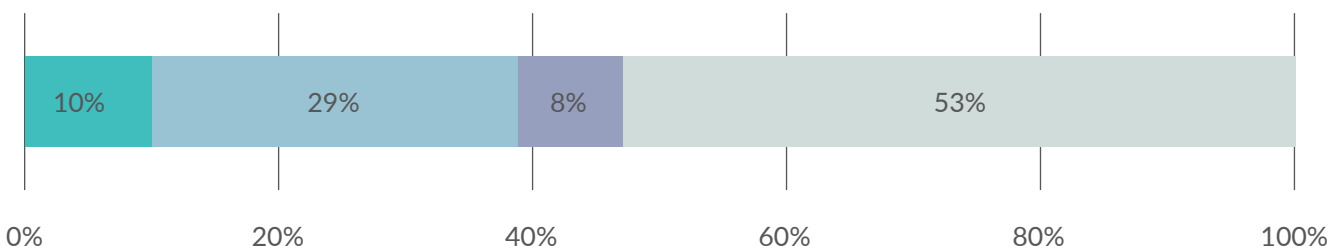
In a separate question, only a small proportion (13%) of Careers Leaders wanted additional support to improve senior leadership engagement through further professional development, suggesting that the training is adequately supporting Careers Leaders to do this. A higher proportion (26%) wanted additional support to improve governor engagement.

Of those who did improve engagement with these stakeholders, most reporting doing or improving their practice as a result of the training.

**Figure 10: ‘Has the training supported you to improve SLT engagement with the careers programme within your school/ college?’ (N=225)**



**Figure 11: ‘Has the training supported you to improve governor engagement with the career programme within your school/ college?’ (N=225)**



- Yes, I did this activity as a direct result of the training
- Yes, I improved this activity as a result of the training
- Yes, I did this but the training did not impact it

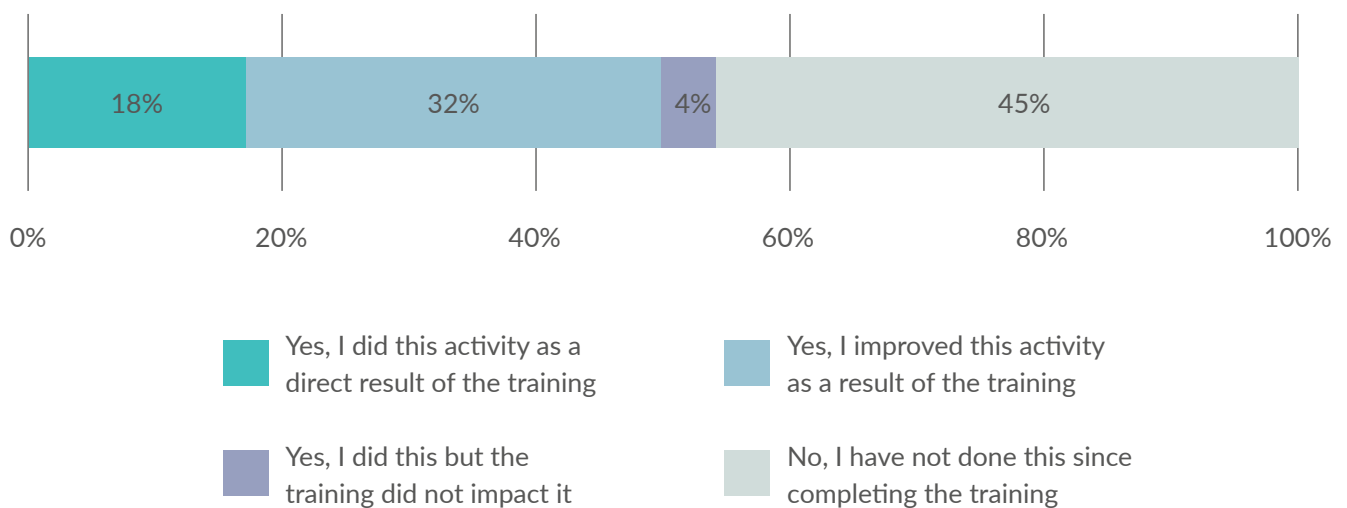
- No, I have not done this since completing the training

## Half the Careers Leaders reported using Labour Market Information effectively

Gatsby Benchmark 2 states that students should have access to high-quality information about future study options and labour market opportunities. This is important for ensuring that young people have correct and relevant information to support them in making effective choices and transitions. The importance of this was reflected in the learning outcomes of the training stipulating that Careers Leaders should be able to make use of career and labour market information to support their school or colleges careers programme.

While half of Careers Leaders reported that they improved the way they used labour market information as a result of the training, 45% of Careers Leaders reported that they weren't using labour market information more effectively. In a separate question, 57% of Careers Leaders wanted additional support in using labour market information, through further professional development, suggesting that this is still an area of challenge.

**Figure 12: 'Has the training supported you to use Labour Market Information more effectively within your school/ college?' (N=225)**

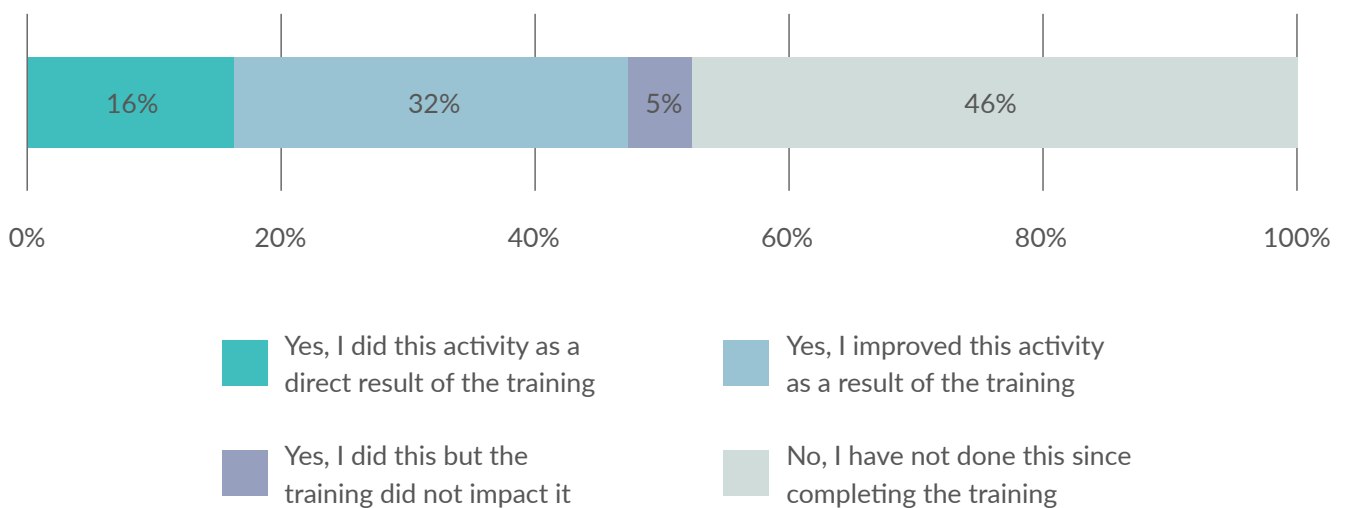


## Almost half of Careers Leaders reported that the training supported them to help staff with CPD

Upskilling others within the school or college around careers can encourage a whole school or college approach to careers. Almost half of Careers Leaders (48%) reported that they did or improved CPD for staff members in their school or college as a result of the training.

A large proportion of Careers Leaders reported that they had not improved staff CPD since completing the training. This could be because these Careers Leaders already have good levels of staff development or that they have been unable to do this. 40% of Careers Leaders reported that they would like to cover supporting staff CPD in further training, suggesting that there is scope for additional focus on this in the future.

**Figure 13: ‘Has the training supported you to help support staff with CPD within your school/ college?’ (N=225)**



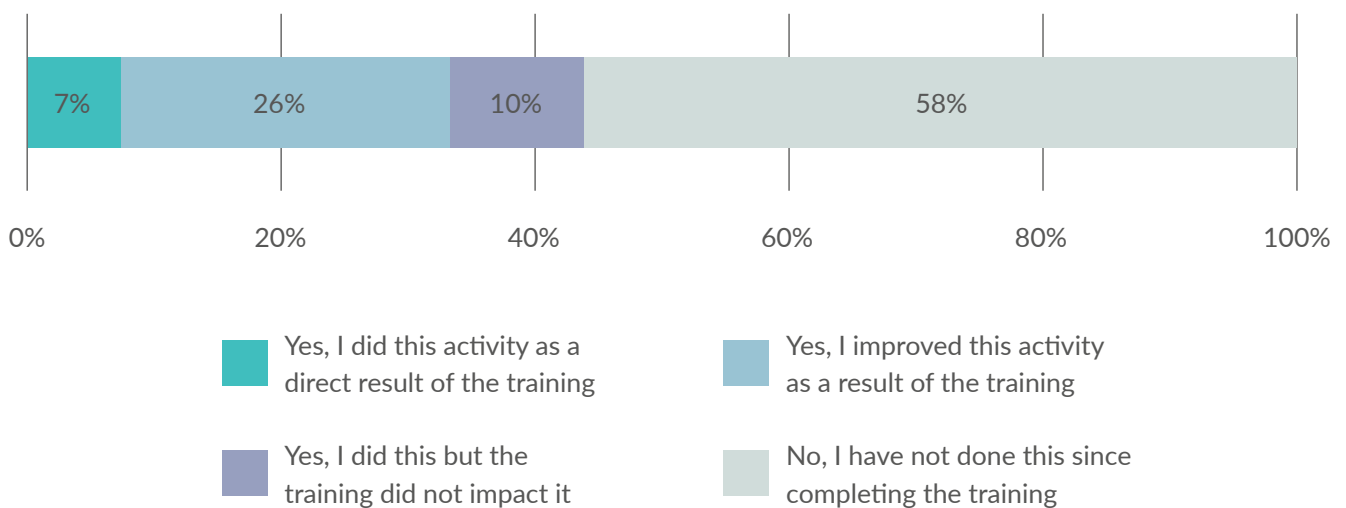
## One-third of Careers Leaders reported that the training supported them to improve encounters with providers of vocational qualifications or apprenticeships

The recently published Skills for Jobs white paper<sup>14</sup> emphasises the importance of vocational pathways.

A third of Careers Leaders reported that the training supported them to improve access to these encounters.

A quarter of Careers Leaders (26%) would like to cover improving access to providers of vocational qualifications or apprenticeships in further training.

**Figure 14: 'Has the training supported you to improve encounters with providers of vocational qualifications or apprenticeships?' (N=225)**



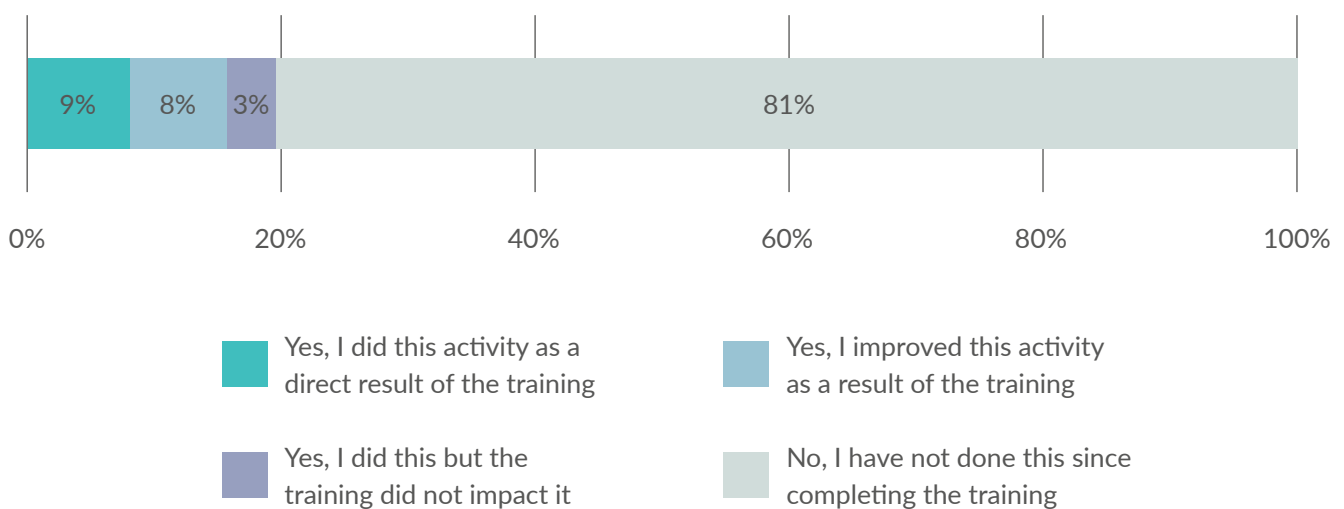
14. Department for Education (2021). Skills for Jobs: Lifelong Learning for Opportunity and Growth.

## Careers Leader training made the least impact on implementing progressive learning outcomes

Progressive learning outcomes are building towards what students ultimately need to know, understand and be able to do, with each experience building on the last progressively deepening students' knowledge and skills.

The overwhelming majority (81%) of Careers Leaders had not implemented progressive learning outcomes by the time of the follow-up survey and 42% of Careers Leader reported that they would like support implementing progressive learning outcomes through further training or development. This suggests that there is scope for additional focus on this in the future.

**Figure 15: 'Has the training supported you to implement progressive learning outcomes within your school/ college?' (N=225)**





# 5 | How did the training impact careers programmes?

This chapter will focus on Level 4 of the Kirkpatrick model of training impact and explore whether there are positive organisational changes that occurred due to Careers Leader participation in the training. These organisational changes are measured through school or college improvement in Gatsby Benchmark achievement before and after completing the training and compared to national averages. For more detail on the method see [Appendix 1](#) of this report.

## Careers Leaders reported that the training supported their achievement of the Gatsby Benchmarks

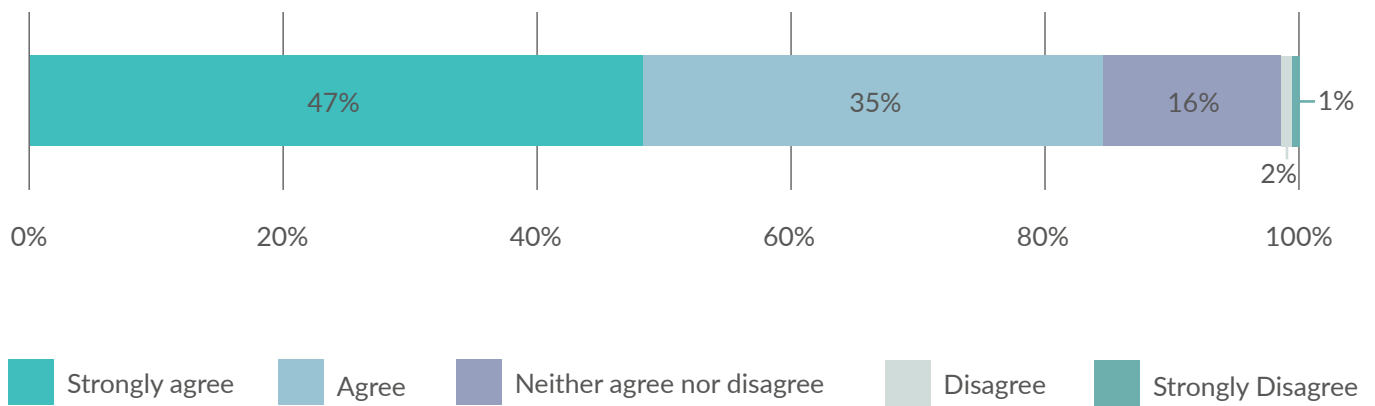
Careers Leaders were asked to what extent they agreed that the training supported their school or college to make faster progress towards the Gatsby Benchmarks, immediately post-training and in the follow-up survey 6-24 months later.

The majority of Careers Leaders (82%) completing the post-training self-assessment survey reported that, as a result of the training, their school was making faster progress towards achieving the Gatsby Benchmarks. This is consistent with the findings from the long-term impact survey, 6-24 months later, where 85% of Careers Leaders agreed.

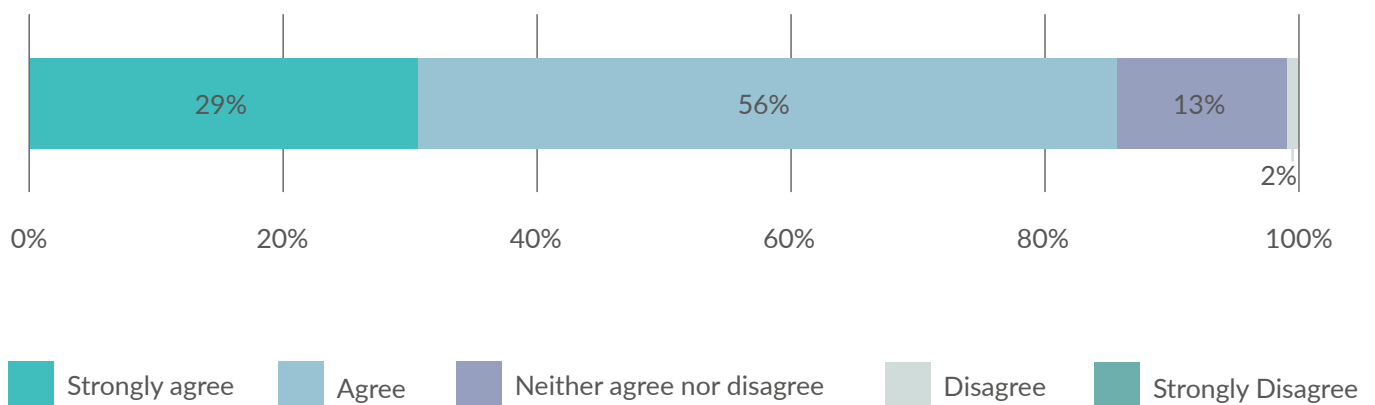
The percentage of Careers Leaders *strongly* agreeing that their school or college was making faster progress towards achieving the Gatsby Benchmarks as a result of the training decreased 6-24 months after completing the training (47% immediately post-training, 29% 6-24 months post-training), suggesting that Careers Leaders were making more changes to support Gatsby Benchmark achievement immediately post-training.



**Figure 16: 'To what extent do you agree that, as a result of the training, your school/ college is making faster progress towards the Gatsby Benchmarks?' asked in the post-training self-assessment survey, immediately post-training (N=1,116)**



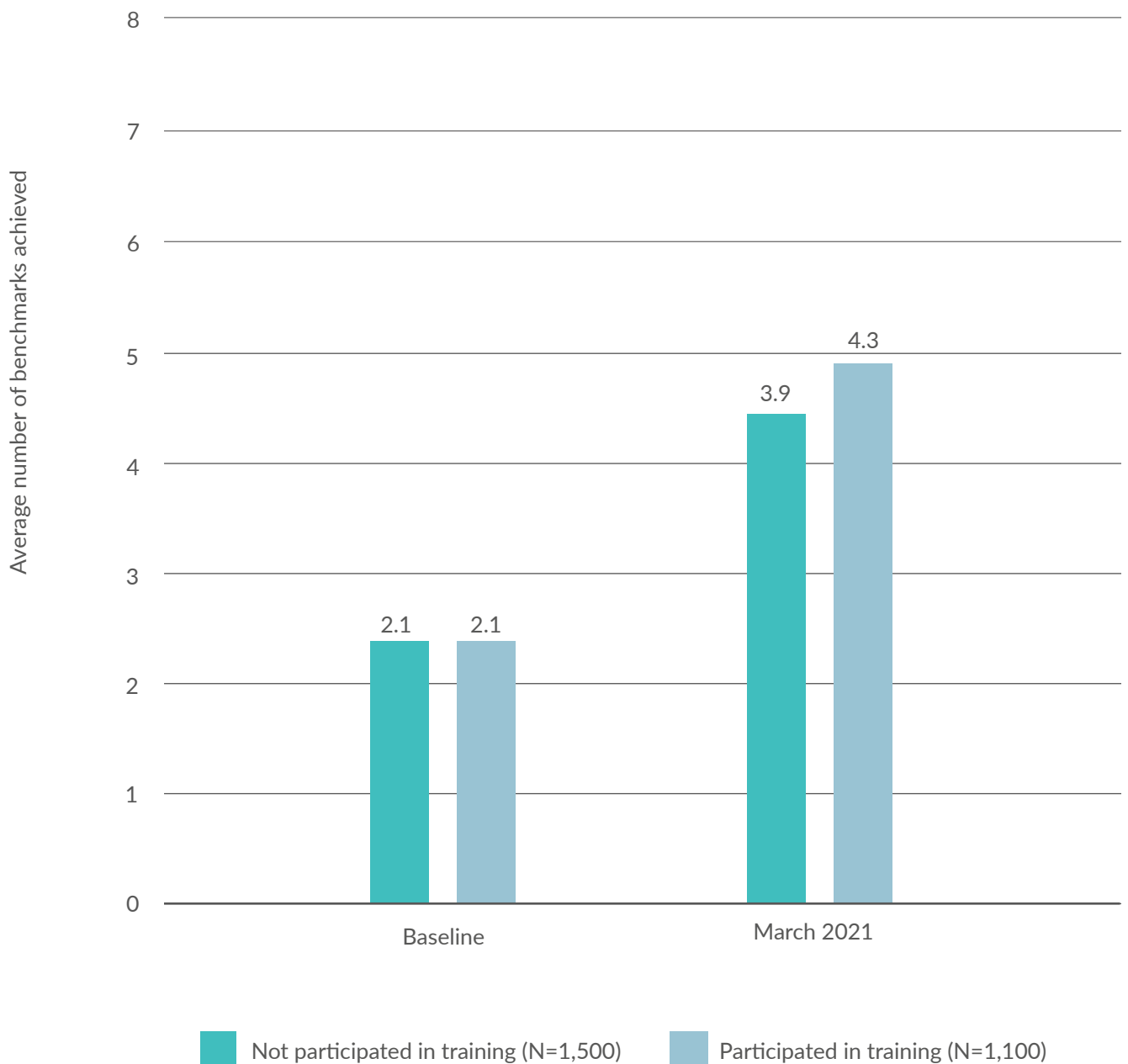
**Figure 17: 'To what extent do you agree that, as a result of the training, your school/ college is making faster progress towards the Gatsby Benchmarks?' asked in the long-term impact survey, 6-24 months after completing the training (N=225)**



## Establishments with Careers Leaders who had completed the training made faster progress towards achieving the Gatsby Benchmarks

Establishments in both the training and non-training groups achieved, on average, 2.1 benchmarks, at baseline (July 2018). Establishments with Careers Leaders who had received training saw a larger improvement in the number of Gatsby Benchmarks achieved, between the baseline and March 2021 compared to those with Careers Leaders who had not participated in the training. Establishments with Careers Leaders who had completed the training improved by on average half a benchmark more than those who had not completed the training.

**Figure 18: Average number of Gatsby Benchmarks achieved at baseline (July 2018) and in March 2021**



## Being in a Careers Hub was associated with faster progress towards achieving the Gatsby Benchmarks

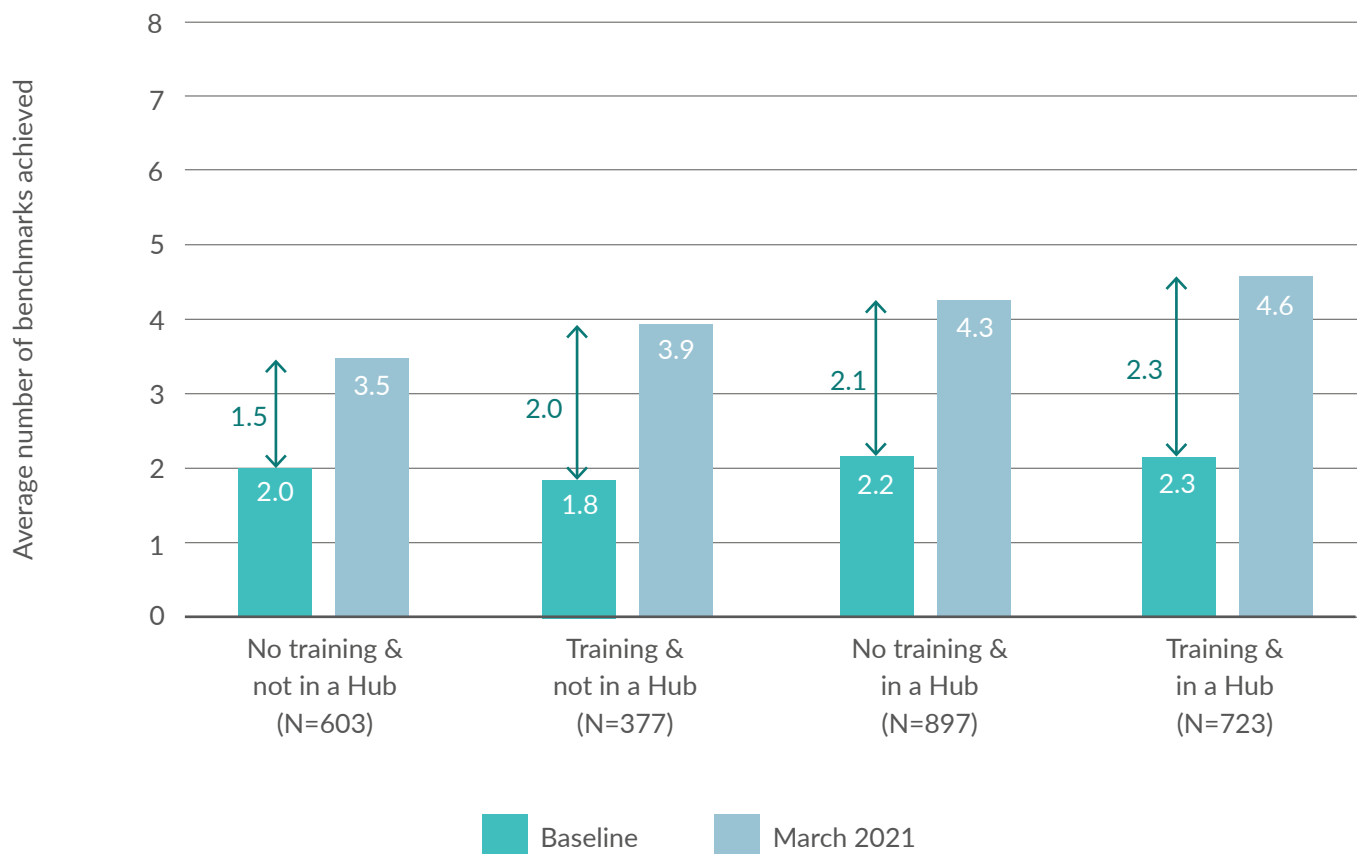
60% of training places in the fund were reserved for Careers Leaders in Careers Hubs. By the end of the fund, 58% of places had been taken by Careers Leaders in Careers Hubs. Evidence shows that establishments in Careers Hubs perform better than those not in Careers Hubs<sup>15</sup> and so we compared the impact of the training on the number of benchmarks achieved for schools in and out of Careers Hubs.

All groups started at a relatively similar baseline, with establishments in Hubs scoring slightly more benchmarks on average than those not in Hubs. All groups increased the number of benchmarks they achieved between the baseline point and the end of March 2021.

Schools and colleges with Careers Leaders who had participated in the training and were in a Hub improved by the greatest number of benchmarks, pointing to the benefits of a combined approach. These establishments improved by an average of 2.3 benchmarks compared to 1.5 benchmarks for those with Careers Leaders who did not participate in training and were not in a Hub.

The impact of participating in the training or being in a Hub appeared to have a similar effect on Gatsby Benchmark achievement, with each group improving by 2.0 and 2.1 benchmarks respectively. This is an improvement of half a benchmark more than those with Careers Leaders who did not receive training and were not in a Hub.

**Figure 19: Average number of Gatsby Benchmarks achieved at baseline and in March 2021**



15. SQW (2020). Evaluation of the Enterprise Adviser Network and Careers Hubs. London: The Careers & Enterprise Company.

## Achievement of individual benchmarks

Across most benchmarks, a higher proportion of establishments that had Careers Leaders who had attended the training achieved the benchmark by March 2021, compared to those whose Careers Leaders had not attended the training. The training was most strongly associated with improvements in achievement of benchmarks 1, 3, 5 and 7.

Half of schools and colleges with Careers Leaders who had attended the training had a stable careers programme (Gatsby Benchmark 1) compared to 41% of those with Careers Leaders who had not attended the training. Across all Gatsby Benchmarks, the largest difference in average percentage achievement between these groups was for Gatsby Benchmark 1, which reflects the focus of the training on evaluating and planning a careers programme.

Almost two-thirds (65%) of establishments with Careers Leaders who completed the training were ensuring that all or the majority of students were having encounters with employers and employees (Gatsby Benchmark 5), compared to 57% of establishments where the Careers Leader did not attend the training.

Gatsby Benchmarks 3 (addressing the needs of each pupil) and 7 (encounters with further and higher education) are typically the more challenging benchmarks to achieve. It is promising that a higher proportion of establishments with Careers Leaders

completing the training achieved Gatsby Benchmarks 3 and 7 when compared to establishments where the Careers Leader did not attend the training.

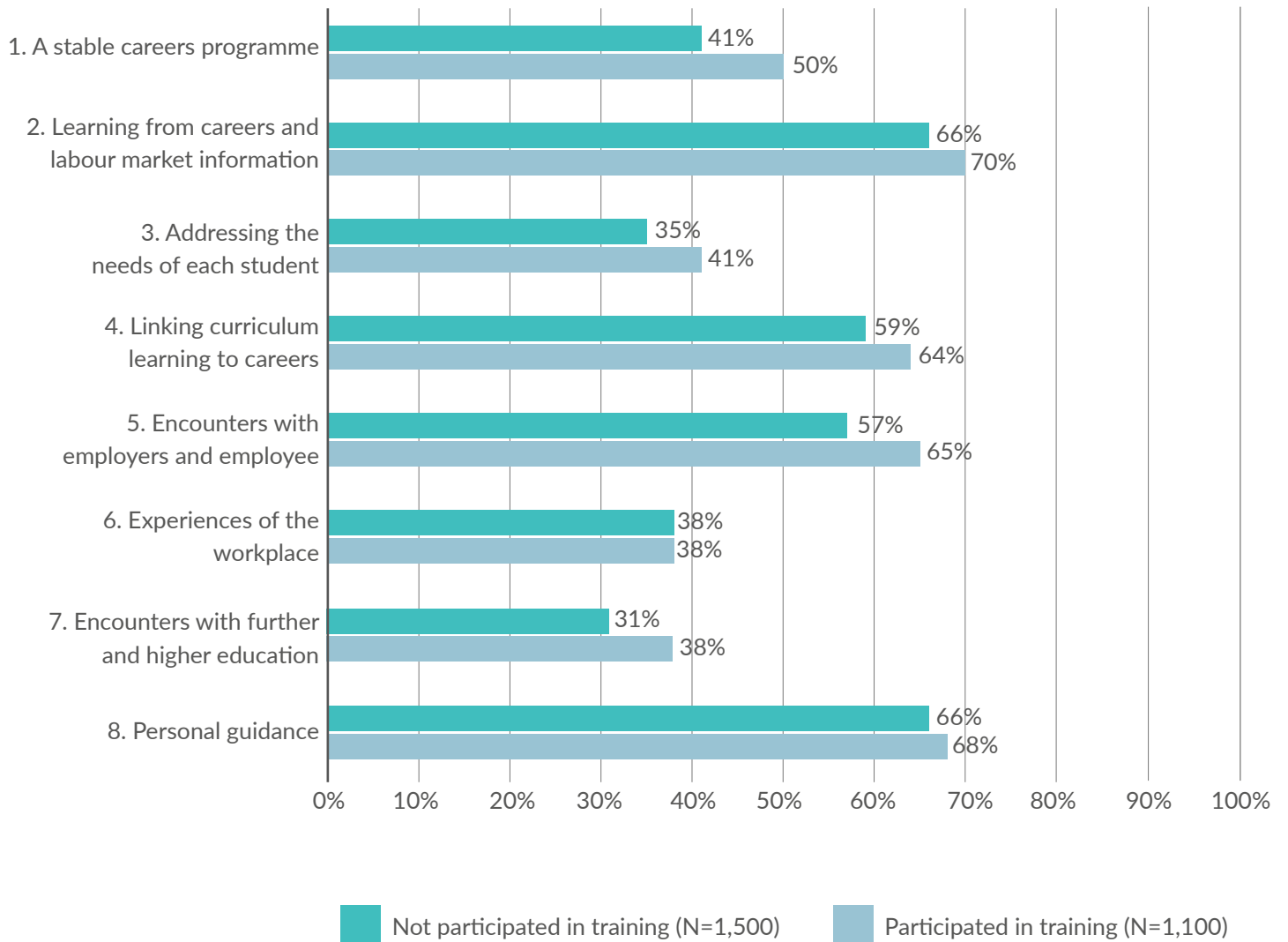
There was a small difference in the achievement of Gatsby Benchmark 4 (linking curriculum learning to careers) between the two groups. Two-thirds of Careers Leaders completing the long-term impact survey reported that the training had helped them to support teachers to link careers to the curriculum, but this does not seem to be reflected in the achievement of Gatsby Benchmark 4.

A relatively high proportion of schools and colleges were achieving Gatsby Benchmarks 2 (learning from careers and labour market information) and 8 (personal guidance). The difference between the proportion of the training and non-training groups achieving these benchmarks was small.

There was no change in the proportion of schools and colleges in each group achieving Gatsby Benchmark 6 (experiences of the workplace). This is likely due to the impact of the Covid-19 pandemic, preventing workplace visits or work experience from taking place. The Careers Education in England<sup>16</sup> report looked at similar Compass data from March 2020, before the impact of the Covid-19 pandemic and the achievement of this benchmark nationally was higher at 55%.

16. The Careers & Enterprise Company (2020). Careers education in England's schools and colleges 2020: Working together for young people's futures. London: The Careers & Enterprise Company.

**Figure 20: Percentage of establishments fully achieving the Gatsby Benchmarks in March 2021**

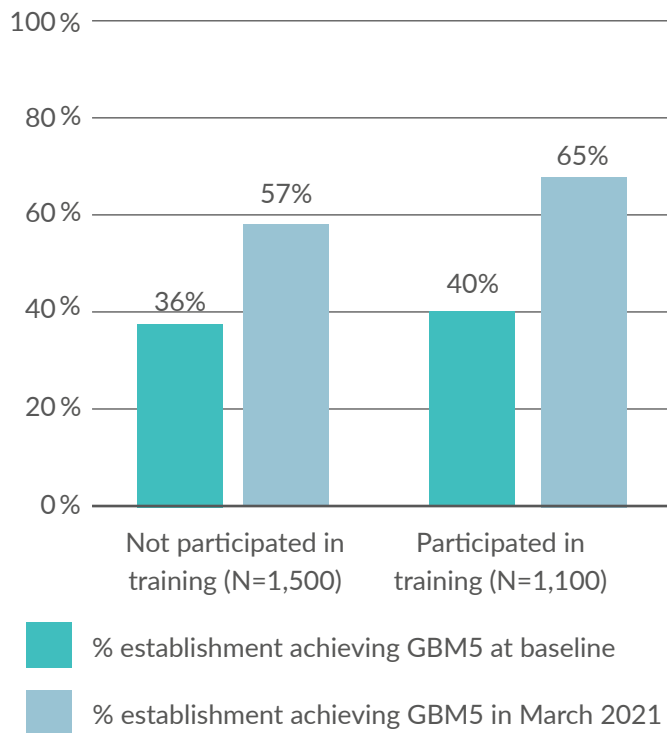


**Figure 21: Percentage of establishments fully achieving each benchmark at baseline and in March 2021**

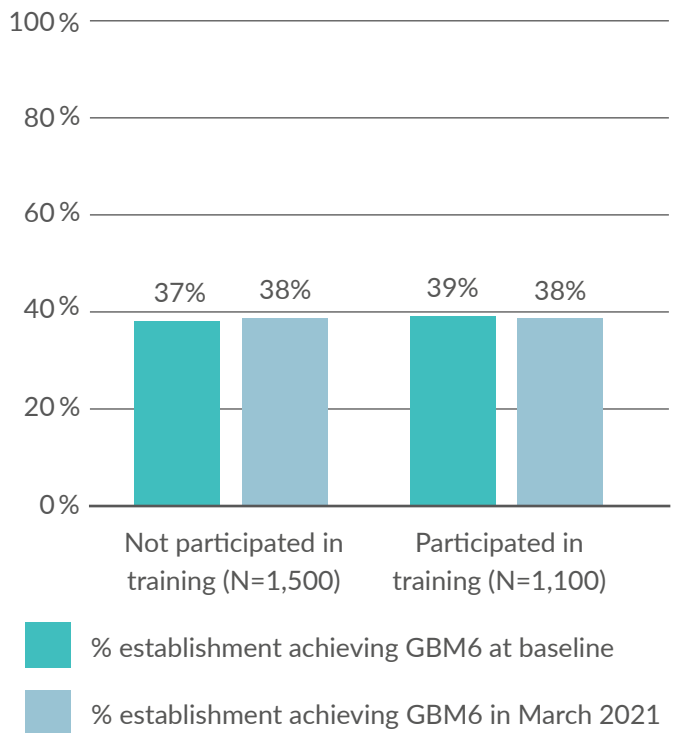


**Figure 21: Percentage of establishments fully achieving each benchmark at baseline and in March 2021 (continued)**

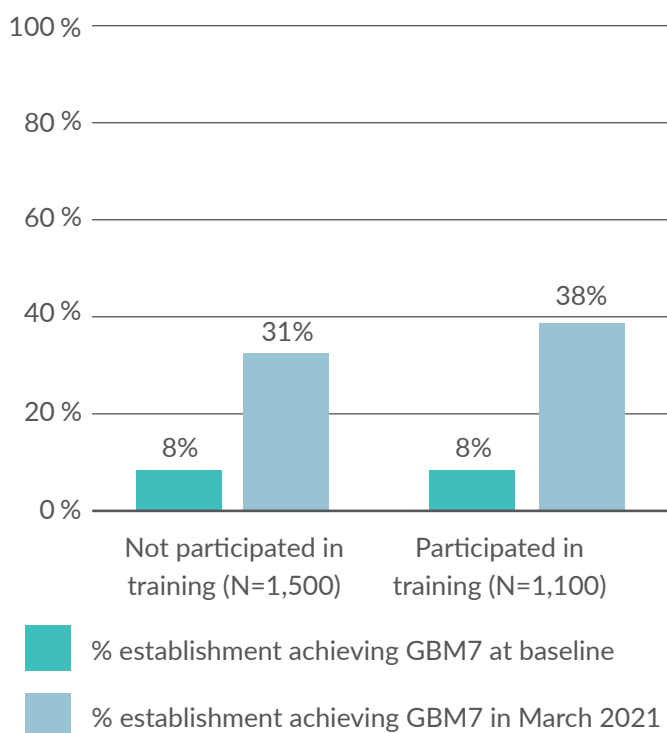
**Gatsby Benchmark 5**



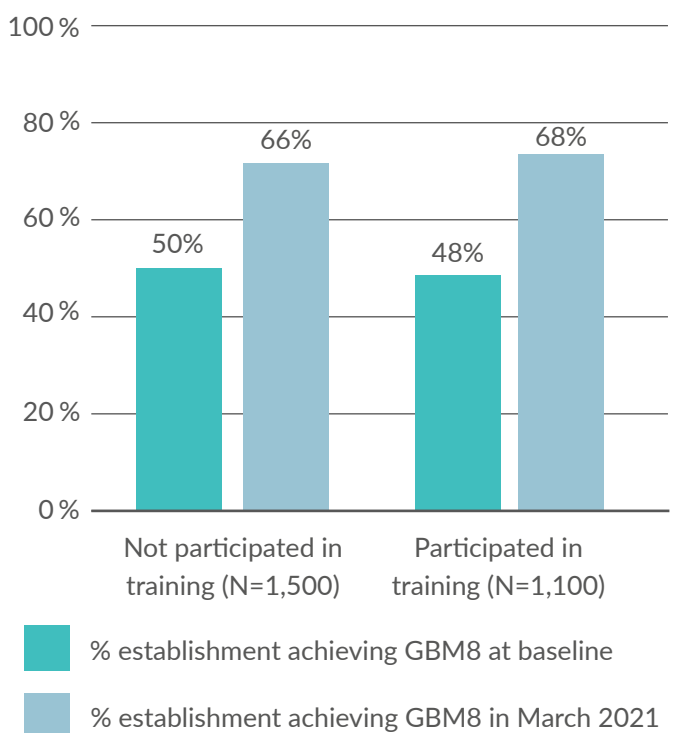
**Gatsby Benchmark 6**



**Gatsby Benchmark 7**



**Gatsby Benchmark 8**





# 6 | Conclusion

Overall, this research shows that the Careers Leader training supports Careers Leaders to improve their knowledge and practice and suggests that this results in improved Gatsby Benchmark achievement. The training improved the knowledge of Careers Leaders across the four key areas of responsibility: leadership, management, coordination, and networking. This improvement was seen in Careers Leaders working in special schools, alternative provision, further education colleges, sixth form colleges and mainstream schools which suggests that the training is appropriate for Careers Leaders in each of these settings.

The training had the largest improvement on the knowledge of Careers Leaders new to the role. However, Careers Leaders who had been in the role for a longer time still reported that the training helped them to identify actions to improve their practice and achieve the Gatsby Benchmarks faster, suggesting the training still has value to this group.

Evidence from Careers Leaders between 6 and 24 months post-training shows that the training is continuing to impact their practice, particularly in supporting Careers Leaders to evaluate and update their careers programmes, link careers to the curriculum and raise the profile of careers within their school or college. The training was less effective in supporting Careers Leaders to implement progressive learning outcomes, or to improve access to encounters with providers of vocational qualifications or apprenticeships.

Compass data suggests that the training has an impact on Gatsby Benchmark achievement, with schools and colleges with Careers Leaders who completed the training achieving on average more benchmarks than schools and colleges where the Careers Leader did not participate in the training. The training was most strongly associated with improvements in achievement of benchmarks 1, 3, 5 and 7.

While the impact of the training on the achievement of Gatsby Benchmarks is clear, establishments with Careers Leaders participating in the training and that were a part of a Careers Hub improved, on average, by the greatest number of benchmarks, suggesting that the combined approach of training and membership of a Careers Hub is the most effective to improve careers guidance in schools and colleges. This may be because the support offered by the training and membership of a Careers Hub supports the achievement of benchmarks in different ways.

Having completed the training, the areas where Careers Leaders would like further support were on using labour market information more effectively, linking careers to the curriculum and implementing progressive learning outcomes. These may be areas for additional focus in future training or resources.

## Appendix 1: Data sources

### Careers Leader self-assessment survey

The Careers Leader self-assessment survey asked Careers Leaders to assess their knowledge in each of the four areas of responsibility before and after the training; leadership, management, coordination and networking. As the expected knowledge of school, college operational and college strategic Careers Leaders differs, specific sets of questions were directed at each of these groups. Questions on impact, satisfaction and Gatsby Benchmark achievement were also included and were consistent across the groups.

Preliminary results were published in the 2020 'Evaluation of Career Leader Training' report by the Institute for Employment Studies<sup>17</sup>. Once all Careers Leaders who received training through the first tranche of funding had completed their courses we were able to analyse the full dataset. 649 pre-training and 1,116 post-training self-assessment surveys were completed. The analysis in this report draws on 409 matched pre/post-training surveys and 1,116 post-training surveys collected between January 2019 and December 2020. The matched sample is significantly smaller than the total number of Careers Leaders completing the training, it took some time to get the pre-training survey up and running and many Careers Leaders chose not to take part. We cannot be certain whether the matched sample is representative of all participants.

The survey asked Careers Leaders how far they agreed they knew how to do tasks associated with each responsibility area, a full list of questions can be found in Appendix 2 of this report. Responses ranged from strongly disagree to strongly agree. Pre- and post-responses were scored from 1-5, from strongly disagree (1) to strongly agree (5). The number of questions for each responsibility area differed, as did the number of questions asked of school, college operational and colleges strategic Careers Leaders. As such, percentage knowledge scores were calculated to allow comparison between responsibility areas and types of Careers Leaders. Changes in skills scores were analysed across types of establishment, and the length of time Careers Leaders had been in the role.

### Long-Term Impact Survey

To understand if the training had a sustained impact on Careers Leaders' knowledge and if the training had changed or improved Careers Leaders' practice, Careers Leaders who had completed the training were contacted to complete a follow-up survey in January 2021.

The survey was sent to 596 Careers Leaders who were willing to be contacted for future research and had finished the training over 6 months ago. Careers Leaders completing this survey had completed the training between 6 months and 2 years before and were asked about their confidence in each of the four core responsibility areas as well as how the training had impacted their practice. Responses to the survey were anonymous.

The responses of the 225 Careers Leaders who responded to the survey were reported. This sample of 225 Careers Leaders was compared to the whole Careers Leader training cohort on factors including establishment type, membership of a Careers Hub and percentage of free school meals and appeared to be representative of the wider cohort however, we can not say whether their attitudes and experiences are representative of all participants.

17. Institute for Employment Studies (2020). Evaluation of the Careers Leader Training.

## Compass

Organisational changes caused as a result of the training were measured through the school or college's achievement of the Gatsby Benchmarks before and after completing the training. These changes were compared to national and Hub averages. Achievement of the Gatsby Benchmarks is measured through Compass, a self-assessment tool.

There are several limitations of using Compass data to measure the impact of the training. The Careers Leader may not be the only Careers Leader at an establishment, or they may have left the establishment after completing the training. The seniority of the Careers Leader and the amount of time they have to commit to the role can also impact their ability to make changes to the career programme. We do not have this detail on Careers Leaders and so are unable to control for these factors in the analysis.

The baseline was taken as of the end of July 2018, before the Careers Leader Training fund began. If an establishment completing the training did not have a Compass completion at this time, the earliest compass return for the establishment was taken, given that it was completed before the Careers Leader had begun their training.

The post-training Compass completion was taken at the end of March 2021, to give as much time to see the effects of the training on the school or college. Any Compass returns dated before March 2020 were excluded from the analysis. The compass return was taken as long as it had been submitted after the Careers Leader had completed their training.

1,100 establishments with a Careers Leaders who had completed the training had a baseline and post-training compass return and are included in the analysis. This was compared to 1,500 schools and colleges that had a baseline and March 2021 compass return but had not taken part in the training.

58% of training places in the fund were reserved for Careers Leaders in Careers Hubs. Evidence shows that establishments in Careers Hubs perform better than those not in Careers Hubs and so we isolated the impact of the training by examining the effect of the training on schools and colleges in and out of Careers Hubs. Groups were: establishments with Careers Leaders who did not receive the training and are not in a Hub (N=603), establishments with Careers Leaders who did receive the training and are not in a Hub (N=377), establishments with Careers Leaders who did not receive the training and are in a Hub (N=897), establishments with Careers Leader who did receive the training and are in a Hub (N=723).

Samples	Achieved sample	Issued sample
Careers Leader self-assessment survey		
<i>Matched (pre/post)</i>	409	1,446
<i>Post only</i>	1,116	1,446
Long-term impact survey	225	596
Compass results	2,600	
<i>Establishments with Careers Leaders who had completed training</i>	1,100	1,363
<i>In a Careers Hub</i>	723	
<i>Not in a Careers Hub</i>	377	
<i>Establishments with Careers Leaders who had not completed training</i>	1,500	
<i>In a Careers Hub</i>	897	
<i>Not in a Careers Hub</i>	603	

## Appendix 2: Careers Leader self-assessment survey knowledge questions

	School Careers Leader	Strategic Careers Leader	Operational Careers Leader
Leadership	Lead others in your school who deliver career guidance	Take lead responsibility and be accountable for policy, strategy and resources for career guidance in the college	Take responsibility and be accountable for the delivery of career guidance across all eight Gatsby Benchmarks
	Advise the senior leadership team and governors on policy, strategy and resources for career	Agree the vision and direction for the college's careers provision with the senior leadership team and the governors	Develop a career guidance delivery plan
	Produce reports for the senior leadership team and governors on the school's careers programme	Lead a college-wide team of middle leaders and other staff who have responsibilities for managing and delivering the careers programme	Contribute to the college's careers leadership team and the standing committee for careers
	Review and evaluate the school's careers programme	Convene and chair the college's standing committee for careers	Review and evaluate the college's careers programme to provide information for the college's development plan and to prepare for Ofsted inspections, matrix and Quality in Careers Standard assessments.
	Prepare and implement a career guidance development plan	Ensure that the college's career guidance provision is of high quality and meets all external requirements	Provide insights about changes to education, training and the labour market to the standing committee, to inform the development of career guidance in the college
	Develop the school's careers programme in line with changes to the education system	Respond to education and training reforms, and changes in the labour market and their implications for career guidance in the college	Promote career guidance within the college
	Respond to changes in government requirements for career guidance	Promote career guidance within the college	

	School Careers Leader	Strategic Careers Leader	Operational Careers Leader
Management	Plan the school's careers programme	Ensure that a programme of career guidance is in place and that an appropriate operational team exists to lead and manage it	Plan the programme of career guidance
	Manage the careers budget	Ensure that systems are in place to monitor access to, and take-up of the careers programme and lead the response to issues that arise	Brief and support teaching, lecturing and tutorial staff involved in delivering the careers programme
	Monitor delivery across the eight Gatsby Benchmarks	Signal to all staff that career guidance is an important part of their work with learners	Monitor delivery of the careers programme, to ensure it meets the needs of adverse range of learners
	Monitor access to, and take up of guidance Support other staff involved in career education and guidance	Oversee the overall management of the budget for career guidance and make the case for additional resources where necessary	Support staff providing initial information and advice to learners
	Line manage the work of others involved in the delivery of career guidance	Ensure that appropriate training and development is available to staff to support their work on the careers programme	Manage the work of the team of careers advisers
	Support the professional development of your colleagues in the careers team		Advertise job and apprenticeship vacancies and provide a placement service
	Manage your own professional development		Manage the careers budget
		Manage your own CPD and the CPD of staff with responsibilities for delivering the careers programme	

	School Careers Leader	Strategic Careers Leader	Operational Careers Leader
<b>Coordination</b>	Manage the careers section of the school's website	Ensure that the college has systems in place to support the effective provision of careers and labour market information	Manage the provision of careers and labour market information, and its distribution within the college
	Work with PSHE and subject leaders, and other staff, to deliver the school's careers programme	Oversee the links between different departments and areas of the college to ensure effective delivery of career guidance	Manage the careers section of the college's website, and communicate key messages to learners via social media
	Work with Heads of Year, tutors, SENCO and other staff to identify students who need additional career support		Work with curriculum areas and tutorial programme leaders to plan their contributions to career guidance
	Refer pupils to careers advisers		Liaise with tutors, mentors and learning support staff to identify learners needing guidance
	Communicate with pupils and their parents about the careers programme		Manage your own CPD and the CPD of staff with responsibilities for delivering the careers programme

	School Careers Leader	Strategic Careers Leader	Operational Careers Leader
Networking	Develop links with colleges, universities and apprenticeship providers	Develop a strategy for the college's work with employers, in partnership with other senior staff with responsibilities for employer engagement	Liaise with schools to facilitate outreach and pre-entry guidance
	Develop links with employers	Ensure that staffing and systems are in place to engage with all relevant external stakeholders to support the careers programme	Ensure that apprenticeship providers and universities have access to learners to provide information on opportunities
	Agree a service level agreement with the local authority for support for vulnerable young people	Lead the engagement of new external stakeholders	Establish and develop links with employers to contribute to the careers programme
	Commission personal career guidance from external providers	Ensure that the college's wider external relationships are leveraged to support the careers programme	Work with employers and learning providers to create progression opportunities for learners
	Manage links with external organisations and stakeholders	Secure funding from external sources for careers-related projects	Network with the wider guidance community and professional bodies at local, regional and national levels
	Secure funding for careers-related projects		Liaise with the local support services for young people who are vulnerable, NEET or have an EHCP
	Build a network of alumni		Manage links with the LEP, NCOP, National Careers Service and other external organisations



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