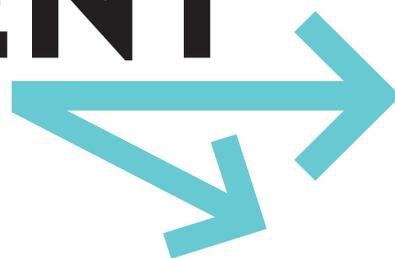


# CONFIDENT CHOICES



Establishing a Careers  
Framework for  
Lincolnshire Children

UPDATE MAY 2020



<b>1</b>	<b>CONTEXT</b>	<b>PG 3</b>
	SCOPE OF CONFIDENT CHOICES	PG 5
	SCOPE OF THE UPDATE	PG 5
<b>2</b>	<b>INTENT: REVIEWING WHAT WE ARE TRYING TO DO AND HOW</b>	<b>PG 4</b>
<b>3</b>	<b>IMPLEMENTATION: MEASURING THE SCOPE OF THE FRAMEWORK AND THE QUALITY OF PROVISION</b>	<b>PG 5</b>
	SCOPE	PG 5
	QUALITY OF PARTNERSHIP SUPPORT	PG 5
<b>4</b>	<b>IMPACT: MEASURING THE EFFECT ON STUDENTS</b>	<b>PG 7</b>
	IMPACT EVALUATION	PG 8
<b>5</b>	<b>NEXT STEPS</b>	<b>PG 10</b>
	INTENT	PG 10
	IMPLEMENTATION	PG 10
	IMPACT EVALUATION	PG 11
<b>6</b>	<b>APPENDICES</b>	<b>PG 12</b>
	APPENDIX ONE: SCHOOLS LISTED ON THE CDI WEBSITE AS HAVING THE QUALITY IN CAREERS AWARD	PG 12
	APPENDIX TWO: SCHOOLS AND COLLEGES ALREADY COMMITTED TO CONFIDENT CHOICES	PG 12
	APPENDIX THREE: PROTOCOL ON COORDINATION OF SUPPORT	PG 15
	APPENDIX FOUR: QUALITY ASSURANCE OF CAREER EDUCATION AND IAG IN SCHOOLS AND COLLEGES	PG 16
	APPENDIX FIVE: CONFIDENT CHOICES LEAD SCHOOL SURVEY – SUMMARY OF RESPONSES 16 JANUARY 2020	PG 20

# CONFIDENT CHOICES

## MAY UPDATE 2020

### 1 CONTEXT

#### Scope of Confident Choices

In June 2019 a number of Lincolnshire organisations seeking to support careers provision in schools came together and, in consultation with representative schools, agreed the Confident Choices framework. The aim was to encourage and facilitate a way of working together to help children and young people receive even better careers education, information, advice and guidance. Our hope is that the usefulness of the framework will encourage all those involved in providing careers support to the county's young people to be involved.

A Steering Group was established to oversee the implementation of the framework and represent the initial partners: schools; the Greater Lincolnshire LEP; LincHigher; Lincolnshire County Council; Lincolnshire Teaching Schools Together and Complete Careers LLP, representing the commercial sector. More recently we have been joined by a college representative to reflect the extension of the framework's scope. In this update, 'we' refers to the Steering Group.

#### Scope of the update

The update is about the implementation of the framework and does not try to reflect the specific work which is being done by the various partners. Although Confident Choices partners continue to work together to support schools at this difficult time, it also serves as an end of year update, recognising that schools and colleges have been closed for most students since mid-March.

## 2 INTENT: REVIEWING WHAT WE ARE TRYING TO DO AND HOW

In June 2019, The Confident Choices Steering Group (we) said that

*The purpose of the framework is to support schools, and, in time, colleges and other educational settings to ensure:*

- ▲ Young people have the confidence and information to make the best possible course, training and careers choices
- ▲ That all students enter employment with training or further/higher education

*We expect, as a result, that:*

- ▲ Lincolnshire will develop a more highly skilled workforce
- ▲ Young people of Lincolnshire will be better equipped to work in an increasingly automated and digital world
- ▲ Employers in Lincolnshire will have a larger pool of young talent to recruit from, particularly to fill technical roles
- ▲ There will be progression of a more diverse student body to Further and Higher Education and higher-level careers

As the steering group, we represent both the recipients of the support committed above, and mainly those who are delivering that support. We need to be continually self-critical and assess the quality of that support and whether it is making a difference. This will require the ability to measure our own effectiveness, the improvements in quality of careers provision and the impact on the students.

### 3 IMPLEMENTATION: MEASURING THE SCOPE OF THE FRAMEWORK AND THE QUALITY OF PROVISION

#### Scope

##### i) Secondary

At the last count, 45 secondary schools (out of 55) had attended at least one Confident Choices cluster meeting. Four others had committed to the framework, but had not yet attended a meeting. This leaves only six schools disengaged.

Our informal target was that 50% of secondary schools be engaged by March 2020. This has been significantly exceeded.

##### ii) Tertiary

No date was set for the extension of the framework to FE colleges, but we accepted it should be by September 2020 at the latest. The invitation was extended in March 2020 and three colleges (of six) have joined their local cluster.

##### iii) Primary (Ambition Lincoln)

Again, no exact date for the joining of primary schools was set, but it was recognised that this was an important aspect of the development of Confident Choices. The support for this sector is much more limited: LincHigher, the EAN and the DWP currently have no remit to work with this age group, so we will be building a model entirely based on school-to-school support from the outset.

An ideal opportunity has arisen to pilot this development with the establishment of Ambition Lincoln, which is similar to the Boston Project in its scope and aim. It will seek to organise teams (from within and around schools) to support the goals of improving: 1. The school system, 2. School leaders, 3. School staff and 4. The pupils directly. Confident Choices is the chosen vehicle for raising pupil aspirations under goal 4. The launch of the project was due on Tuesday 31st March. The project is intended to last until April 2021.

We have not set a date for this, but we will need to extend the Confident Choices framework to other primary schools across Lincolnshire well before the end of the Ambition Lincoln project.

##### iv) SEND/AP etc

In parallel with the Ambition Lincoln project, we will want to bring other settings within the scope of Confident Choices. The key question is whether these will form their own clusters or whether they will be better integrated into the existing clusters.

## Quality of Partnership Support

A major aspect of the framework is the integration and extension of support for schools and colleges. This is an important role for the steering group. We identified in dialogue with schools some important areas for improvement.

### i) Destinations data

This was identified by many schools as an area of great frustration. JA has identified practice elsewhere which we can use as inspiration and we have established a working group to produce an implementation plan.

### ii) Website and signposting

It was agreed that a web presence would be important for communication and for careers leaders to signpost good resources. LincHigher would be willing to host a Confident Choices presence on their new website (in about 18 months). LTSA might also be able to host.

### iii) Joint procurement

Procurement of work experience support is the most pressing area, but we are also intending to invite the representatives of different careers platforms to speak to the Lead Schools.

The Tony Crowe Group have offered a £2 discount (£18 per check), if six or more Lincolnshire schools buy health and safety checks from them. South Kesteven cluster are also looking at joint work experience procurement; it will be interesting to see what deal they are able to strike.

### iv) Sharing best practice

This should be one of the key benefits of cluster working. It is happening, but we need to obtain a clearer picture of how this is taking place and what the impacts are. The Confident Choices review and next steps meeting will include a session on how to do this well as part of running a really effective cluster meeting.

### v) Co-ordination of support

The three main publicly funded organisations providing support have produced a protocol (see appendix) and are trying to work towards it, with attendance from an Enterprise Coordinator (EC) and Area Engagement Officer (AEO) at each cluster meeting.

### vi) Provision of classroom LMI

Work on this has been delayed and is now complicated by the impact of Covid-19 on the economy and the distribution of jobs. We will need to progress this aim recognising the challenges created by the current situation.

#### vii) Communication

A regular newsletter has been created and distributed via the Confident Choices mailing list, the Lead Schools and through Partnership News.

A Twitter account was asked for and has been created; it has only 37 followers so far, but these include some key people.

The Lead Schools have met three times with almost 100% attendance. The meetings have been appreciated.

## 4 IMPACT: MEASURING THE EFFECT ON STUDENTS

The KPIs given to the project on adoption into the One Plan are largely measures of scope. The real challenge, however, is to evaluate the impact of improving the quality of careers education on the ability of students to make Confident Choices. It does not make sense for the project to invent a methodology, but rather to adopt a given approach already available.

### Measuring the impact of Confident Choices on provision quality

We propose to measure:

- ▲ Schools achieving the Quality in Careers Standard (See Appendix)
- ▲ Schools with a careers advisor qualified at level six (where appropriate)
- ▲ Achievement of the Gatsby benchmarks
- ▲ Schools experience of Confident Choices
- ▲ Achievement of Confident Choices milestones

If time allows, we could also measure website compliance and monitor Ofsted reports.

### Measuring the impact of Confident Choices on students

On the next page are outlined the three evaluation methodologies already available to and, in two of the cases, widely used in Lincolnshire schools. These are the LincHigher evaluation approaches, the CEC Future Skills questionnaire and the CDI framework for careers, employability and enterprise education. More detail is given in the appendices.

## IMPACT EVALUATION – A COMPARISON OF THREE METHODOLOGIES

TARGET	LINCHIGHER	CEC FUTURE SKILLS	CDI FRAMEWORK FOR CAREERS, EMPLOYABILITY AND ENTERPRISE EDUCATION
IN SUMMARY	Measuring the impact of widening HE participation programmes and activities.	Measuring the impact of careers activities.	Measuring the impact of a careers programme on the learner over time.
CONTEXT	Each OfS UniConnect area, including Lincolnshire was required to produce an impact evaluation tool. This is being employed in two ways: a wide learner survey and a six- school survey.	Born out of the Careers Hub initiative, this is now available for all to use, but hasn't yet an official 'push'. Produced by the University of Derby and references the Skills Builder Framework.	2020 guidance; provides learner outcomes from key stage 2 to 5 to help schools plan their programme and evaluate the impact of their careers provision. Can be used as evidence for the Quality in Careers Award.
AIM/VISION	Continually evaluate and monitor the project, in order that the learners reap the maximum benefits from it.	A self-assessment tool for young people. It assesses career readiness, personal effectiveness and essential skills.	Provide a way of measuring the impact of careers provision on improvement in careers related learner outcomes over the secondary phase.
OBJECTIVES	Evaluate what interventions have the greatest impact on different groups of learners. Ensure that LincHigher work has the greatest impact. Develop an evaluation tool. Give stakeholders (including learners) a voice in next steps development	Measure the impact of career-related activities and programmes. Measure student progress in the skills and attributes needed to make the transition to the world of work. Support ongoing improvements in the CEIAG that schools, colleges and other organisations provide. Evaluate Careers Hubs.	Support the learner to improve aspiration, ambition and achievement in careers, learning and the world of work. Allow the school to measure the impact of it CEIAG. Give students a voice.

FRAMEWORK	Six impact themes or learning outcomes are measured at five levels (0-4) equating to years 9-13. The themes are: Introduction – knowledge and encounter Development – confidence/resilience and study skills Consolidation – understanding/contextualisation and decision-making (Careers activities can be mapped against these themes and against the Gatsby benchmark curriculum.)	The key domains measured are: Personal effectiveness Career readiness Employability skills  The questionnaire also covers: Perceptions of (satisfaction with) the value of activities (Previous research shows this to be related to outcomes)	17 objectives (learning outcomes) for learners, grouped under the headings: (1) Developing yourself through careers, employability and enterprise education (2) Learning about careers and the world of work (3) Developing your career management, employability and enterprise skills  And exemplified by Key Stage.
METHODOLOGY	Annual survey. For use before and after taking part in careers-related activities. Questionnaires, interactive feedback activity, surveys, interviews.	For use before and after taking part in careers-related activities. Questionnaire only with scaled responses assigned a number for analysis.	Evidence is collected through audit, teacher and student evaluation and work produced. If desired, this is independently assessed as part of the awarding of the Quality Standard.
ADMINISTRATION	OfS UniConnect officers	School	School and, if required, accredited assessor eg Careers Mark.
STRENGTHS (AS A TOOL FOR CONFIDENT CHOICES)	Levelled and thus comparable Evaluation is targeted at activities Conducted by experts	National and tested elsewhere Potentially available for inter-area comparisons. Numerical, so easy to analyse.	Measures the impact of a whole programme. Measures learning outcomes Allows for external validation and accreditation.
WEAKNESSES (AS A TOOL FOR CONFIDENT CHOICES)	Specific to progression to HE Relies on outside support Unclear how an overall impact measurement for CC would be found.	Questionnaire only. Relies on student honesty and focus. Focused on specific activities. Unclear how an overall impact measurement for CC would be found.	Not designed to measure the impact of specific activities. Potentially a significant requirement for schools.

## 5 NEXT STEPS

### Intent

Use the available evaluation to inform a review and next steps conference in late September – 18th suggested, assuming a normal return to school in the autumn.

Produce a new milestones document to set targets for action for the second year of the project implementation phase. Re-emphasise the Confident Choices mission to all Lincolnshire educational settings: a sustainable framework to support good and improving careers provision for children and young people.

### Implementation

We will be guided in the detail by stakeholders, but there is a commitment to ensure that by September 2021, all educational settings will have been offered access to relevant and helpful support. Our ambition is that all will have taken it up.

This means:

- ▲ Extending the offer to all primary schools
- ▲ Incorporating special schools, alternative settings and 14-19 focused training providers
- ▲ Ensuring a uniform excellence to careers provision in the schools and college sector by persuading the six schools and three colleges not yet engaged to do so
- ▲ Ensuring that the support to institutions remains relevant, coordinated and helpful
- ▲ Including other agencies in providing support where possible, including district councils and commercial providers as appropriate

And that we should:

- ▲ Secure a new approach to sharing destinations data
- ▲ Design and commission good quality student friendly LMI in a way that recognises the current changing environment
- ▲ Establish a web presence to share resources, ideas and CPD
- ▲ Keep developing the quality of agency cooperation  
*We need to ensure that, wherever possible, the same individuals support across a cluster*
- ▲ Check that the clusters are the right combinations of schools
- ▲ Establish the CDI Framework as a benchmark for establishing the intent, and measuring the impact, of careers programme
- ▲ Emphasise the importance of quality benchmark and external validation of careers provision, including support for schools that opt to achieve the Quality in Careers Standard.

We will need to seek school permission to share aggregate data on achieving the Gatsby benchmarks, and on staff qualifications and training. These, together with the tracking of institution involvement, will be the means of measuring implementation.

For effective communication and gaining feedback, we will need to add all committed schools to the mailing list.

## Impact Evaluation

As the umbrella body for careers provision for children and young people in Lincolnshire it is a sensible and useful activity for Confident Choices to measure the impact of that provision. We will undertake to do this.

We will recognise that It is impossible to measure the impact of the Confident Choices framework separately to the impact of individual partners' work.

We will measure destinations and progress data for young people as they leave institutions working with Confident Choices.

A core set of measures based on the CDI framework will be used for measuring the impact of provision on young people because:

- ▲ Schools using the framework will have the information to hand
- ▲ A core set of measures will reduce the burden on schools not using it/seeking Quality in Careers Standard accreditation
- ▲ The framework is likely to have longevity in one form or another
- ▲ It is a good and useful framework

# APPENDICES

## APPENDIX ONE: SCHOOLS LISTED ON THE CDI WEBSITE AS HAVING THE QUALITY IN CAREERS AWARD\*

SCHOOL	INVOLVED IN CONFIDENT CHOICES?
Boston High School	Yes, Boston Cluster
De Aston School	Lead School, West Lindsey
Giles Academy	Yes, Boston
Greenfields Academy	Special school, so not yet
Haven High Academy	Lead School, Boston
Kesteven and Sleaford High School	Yes, North Kesteven
King Edward VI Grammar School, Louth	Yes, East Lindsey
Lincoln UTC	No
Queen Elizabeth's School, Gainsborough	Yes, West Lindsey
Sir Robert Pattinson School	Lead School, North Kesteven
Skegness Academy	Lead School, East Lindsey
The Deepings School	Yes, South Kesteven/Grantham
The Priory City of Lincoln School	Lead School, Lincoln
Walton Academy, Grantham	Yes, South Kesteven/Grantham

Nine schools are also working towards QCS through Career Mark

## APPENDIX TWO: SCHOOLS AND COLLEGES ALREADY COMMITTED TO CONFIDENT CHOICES\*

DISTRICT	SCHOOLS AND COLLEGES IN CLUSTER
WEST LINDSEY	De Aston School
	Caistor Grammar School
	Caistor Yarborough Academy
	Huntcliff School
	Queen Elizabeth's School, Gainsborough
	The Priory Pembroke Academy
	William Farr CE Comprehensive School
	Riseholme College

DISTRICT	SCHOOLS AND COLLEGES IN CLUSTER
LINCOLN	The Priory City of Lincoln Academy
	Lincoln Castle Academy
	Lincoln Christ's Hospital School
	The Priory Academy LSST
	The Priory Witham Academy
	Lincoln College
NORTH KESTEVEN	Sir Robert Pattinson Academy
	Branston Community Academy
	North Kesteven School
	Carre's Grammar School
	Kesteven and Sleaford High School
	Sir William Robertson Academy
EAST LINDSEY	Skegness Academy
	John Spendluffe Technology College
	Queen Elizabeth's Grammar School
	Bannoalum School
	Queen Elizabeth's Grammar School
	Louth Academy
	King Edward VI Grammar School
	Somercotes Academy
	King Edward VI Academy, Spilsby
	Barnes Wallis Academy
BOSTON	Haven High Academy
	Boston Grammar School
	Boston High School
	Thomas Middlecott Academy
	Giles Academy
	William Lovell CE Academy
	Thomas Cowley High School

DISTRICT	SCHOOLS AND COLLEGES IN CLUSTER
SK/GRANTHAM	Grantham The King's School
	Bourne Academy
	Bourne Grammar School
	Charles Read Academy
	Kesteven and Grantham Girls' School
	The Priory Ruskin Academy
	The Walton Girls' High School and Sixth Form
	Bluecoat Meres Academy
	Stamford Welland Academy
	The Deepings School
	Grantham College
SOUTH HOLLAND	University Academy Holbeach
	The Thomas Cowley High School
	University Academy Long Sutton
	Spalding Grammar School
	Spalding High School
	Spalding Academy

Bold signifies Lead School

\*Information provided by Cluster Lead Schools, February or March 2020

We recognise that schools not yet committed to Confident Choices clusters may be engaging with Confident Choices partners in other ways.

## APPENDIX THREE: PROTOCOL ON COORDINATION OF SUPPORT

One of the aims of the Confident Choices framework was to provide more coordinated support for schools. As the three main publicly funded organisations working to support schools' careers work, we asked the Local Enterprise Partnership, LincHigher and the DWP to start this work for us. Their response has been really positive.

"Together, the Enterprise Coordinators, the DWP's School Support Officer and LiNCHigher team have been working together to support schools through the Confident Choices framework. What each organisation does has some overlaps but also some distinct differences.

The Enterprise Coordinators provide more strategic support to schools for meeting the Gatsby benchmarks, by facilitating the Compass tool, and, in particular, bridging the gap between schools/colleges and businesses through their employer contacts with the 'Give an Hour' campaign and the Enterprise Advisor Network. The focus of the Enterprise Advisers is on Gatsby benchmarks 5 and 6.

The DWP's Schools Support Officer works with 12-18 year olds to prevent them becoming NEET. The Schools Support Officer works closely with the school to provide a tailored approach to identify where support is most needed, including interview skills, employability skills, career stereotyping, labour market information and CV writing.

LiNCHigher also provides a bespoke, tailored package for schools. This has the goal of raising the aspirations of Lincolnshire's young people (from year 9 upwards) to improve their destinations, particularly towards Higher Education. LiNCHigher works with the school and its students to identify the specific barriers to progression and find ways to overcome them. LiNCHigher is part of a wider national project called 'OfS UniConnect', with funding determined by the number of target students in each school – these students are identified by their postcode, where progression to Higher Education is lower than expected based on GCSE attainment.

With the overlaps in what the three organisations do, we are working very closely to ensure that we avoid duplication of activity and are adding value to existing activities that we provide in schools and colleges. The three teams meet quarterly to provide updates on the clusters. So that careers leaders are not having to duplicate the same conversation with three different organisations, the teams meet more regularly on a cluster level to share activity plans and opportunities, and signpost each other to the gaps in provision, or highlight specific barriers that schools/students may face so that, together, we can ensure young people within Lincolnshire and the Confident Choices framework have the best opportunity to succeed and achieve their aspirations."

## APPENDIX FOUR: QUALITY ASSURANCE OF CAREER EDUCATION AND IAG IN SCHOOLS AND COLLEGES

### The Careers Development Institute

There are three components to assuring the quality of CEIAG for young people in schools and colleges:

- ▲ firstly, quality standards for the school's or college's programme of CEIAG
- ▲ secondly, a UK-wide quality standard for the providers of career guidance services
- ▲ thirdly, professional qualifications for career advisers providing career guidance.

Quality standards for CEIAG in schools and colleges

In England, there is now a single national quality award for CEIAG, this is the Quality in Careers Standard.

The Standard is owned and overseen by the Quality in Careers Consortium (including the CDI) which sets the national criteria for assessment and accreditation of schools, colleges and work-based learning providers. These are set out in the Guide to the Standard available on the website:

<http://www.qualityincareers.org.uk/documents/the-guide-to-the-standard-july-2017.pdf>

The key section in the guide to the standard notes that:

*Quality in Careers Assessors will review evidence of the impact of CEIAG programmes including career-related outcomes for learners, the 'learner voice', parental engagement and professional learning for those leading, managing and delivering the careers programme.*

The key section in the assessment guide is:

*Assessors should review evidence of the impact of the Learning Provider's careers programme on learning, behavioural and practical outcomes for learners. Impacts are hard to determine; but assessors should expect the Learning Provider to use a recognised framework of outcomes such as the CDI framework and destination measures to analyse outcomes. They should also use assessment to help Learning Providers make connections between the inputs (resources) and processes used in the careers programme and the outcomes they achieve.*

The Consortium has appointed Licensed Awarding Bodies to undertake the assessments and to provide accreditation. Complete Careers – Careers Mark has thus far been used by all Lincolnshire schools that have obtained the award (11 are listed on the CDI website). Full details of the Awarding Bodies are also on the website:

<http://www.qualityincareers.org.uk/documents/licensed-awarding-bodies.pdf>

Whilst seeking accreditation through Quality in Careers is voluntary, schools in England are recommended to secure accreditation by the Department for Education in its Statutory Guidance as set out in the April 2017 edition:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/608259/Careers\\_guidance\\_and\\_inspiration\\_in\\_schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/608259/Careers_guidance_and_inspiration_in_schools.pdf)

The CDI also recommends that career development professionals should be 'competent and reflective practitioners, professionally qualified to at least QCF Level 6 (in Scotland, SCQF Level 11), abide by the CDI Code of Ethics and undertake and record a minimum of 25 hours of CPD each year. This level of qualification is not an Ofsted requirement. To promote professional standards and high quality career development support for individuals the CDI has established the UK Register of Career Development Professionals, details of which can be found at:

<http://www.thecdi.net/Professional-Register->

## OfS UniConnect/LincHigher Impact Evaluation

### Explaining the Gaps Project

Explaining the Gaps is a project managed by Lucy Mallinson at the University of Lincoln on behalf of LiNCHigher.

A learner survey is conducted nationally as a key part of the overall evaluation of the Uni Connect programme. It is a longitudinal survey designed to capture Uni Connect target learners' aspirations, knowledge of Higher Education and intentions to progress to Higher education as they move through from Year 9 to Year 13 and into post-18 options (CFE, 2019).

Explaining the Gaps is a project designed to interpret and explain the survey data collected from students in Lincolnshire schools. Student needs are identified based on the survey data analysis; this is done on a school by school basis within year groups. In practice this means that tailored interventions are feasible. In 2019, 36 Lincolnshire schools and colleges participated in the survey, with a final dataset of over 10,800 responses. Survey feedback is also provided to schools. Longitudinally the survey data is being used to provide evidence of impact of the LiNCHigher Uni Connect programme, in the same way as the national dataset is being used as evidence of the overall programme.

## Case Study Evaluation

A mixed-methods approach of school case studies

- ▲ Select up to six schools (Inc. a college) or cluster of schools - one in each OfS UniConnect area
- ▲ Consider the school/college context and make-up and any local factors such as large employers or proximity to HEIs and % of pupils that apply for university currently
- ▲ Interview key stakeholders for each case study school including: OfS UniConnect students; Non-OfS UniConnect students; Parents; Career advisors; School leads; Headteachers; SLT; Heads of Department; Ambassadors or Advisers; Activity providers
- ▲ Observe at least three case study school activities throughout the year
- ▲ Use AEOs to gather data / feedback on some of the low-level activities in their schools
- ▲ Conduct an end of year student survey
- ▲ Look at longer-term impact rather than just immediate reaction to an activity

This will provide useful information, but, given its narrow focus (to LinHigher and six schools) cannot be used to measure the quality of provision in Lincolnshire.

## Impact Themes\*

The impact themes tracked in the studies outlined above are:

### 1. Introduction

- ▲ Knowledge and awareness of the benefits of HE, including through encounter
- ▲ Knowledge and awareness of the benefits of graduate careers, including through encounters

### 2. Development

- ▲ Develop students' confidence and resilience to deal with university life and starting work
- ▲ Develop study skills and capacity for graduate attainment and progression

### 3. Consolidation

- ▲ Developing students' understanding of graduate careers in the context of the wider curriculum
- ▲ Supporting individual students' ability to make good careers decisions

\*RH summary

## Careers and Enterprise Company future skills questionnaire

According to the CEC, the Future Skills Questionnaire is a *self-assessment tool for young people to assess career readiness, personal effectiveness and essential skills. The questionnaire is designed to measure the impact of career-related activities and programmes on young people and to support ongoing improvements in the career education, information, advice and guidance that schools, colleges and other organisations provide.*

It brings together questions from well-established, thoroughly tested sources: the Student Career Readiness Index (SCRI), the Social and Emotional Health Survey (SEHS) and questions based on the [Skills Builder Framework](#).

It is currently available to careers activity providers to support the evaluation of their programmes. The CEC is using Future Skills to evaluate Careers Hubs.

The key domains measured are:

Personal effectiveness

Career readiness

Employability skills.

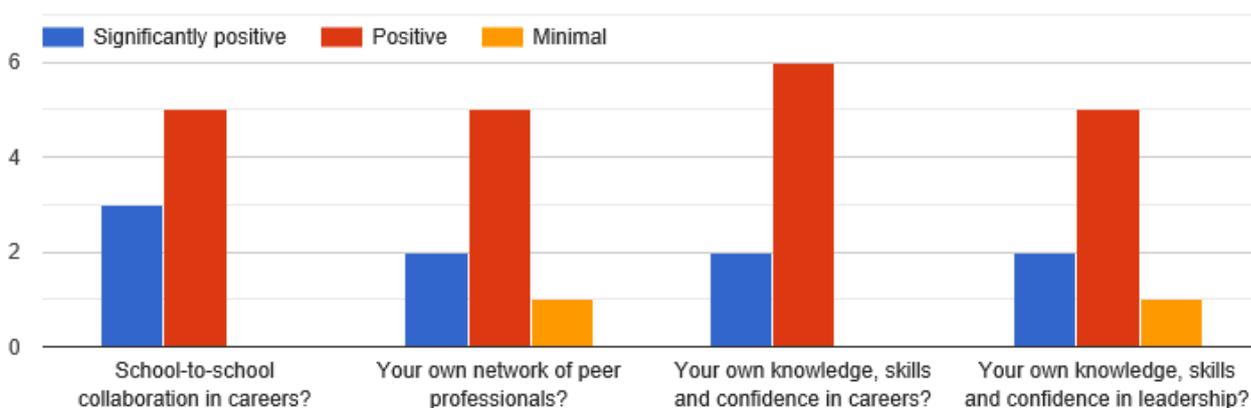
The questionnaire also covers:

Perceptions of (satisfaction with) the value of activities (Previous research shows this to be related to outcomes)

## APPENDIX FIVE: CONFIDENT CHOICES LEAD SCHOOL SURVEY – SUMMARY OF RESPONSES 16 JANUARY 2020

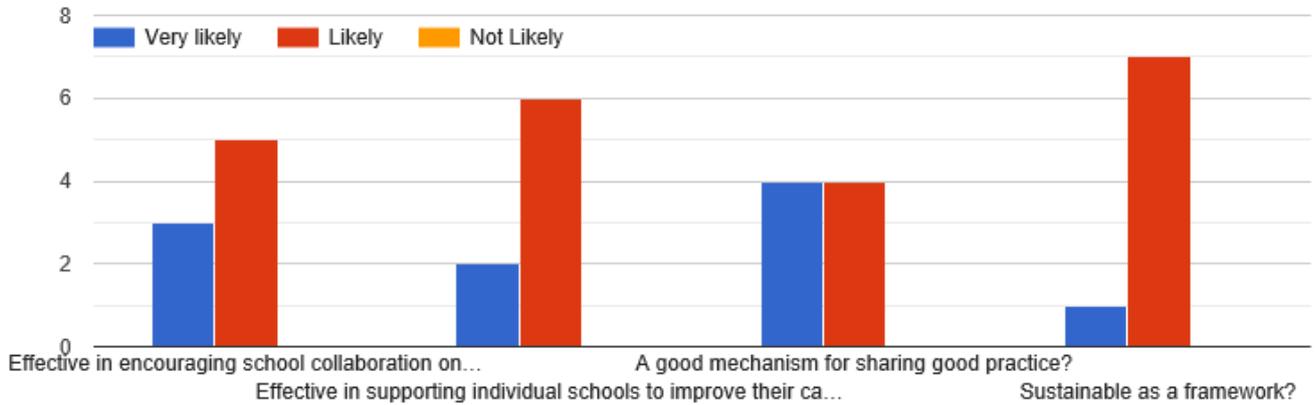
The eight careers leaders from the lead schools were asked to evaluate their experience of the first term of Confident Choices.

### 1. What has been the impact of Confident Choices on:



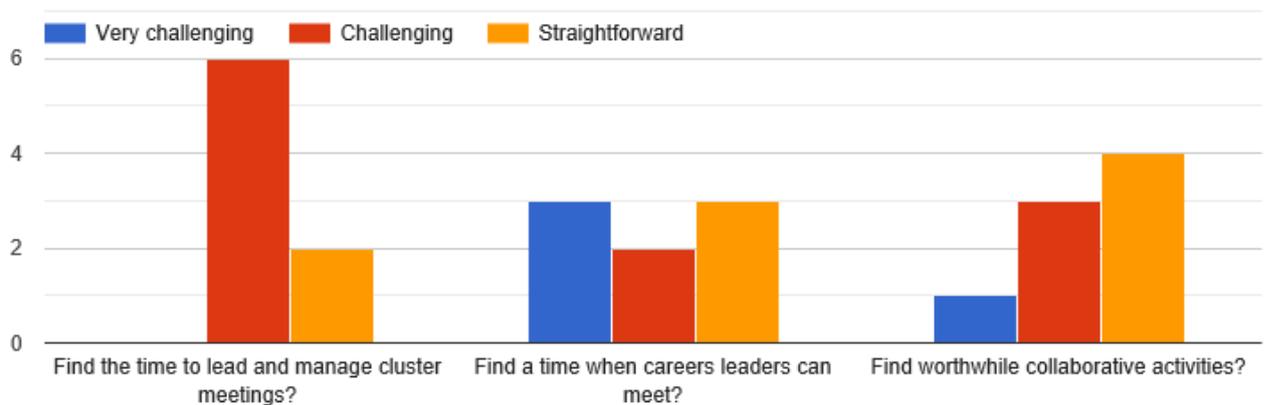
1. WHAT HAS BEEN THE IMPACT OF CONFIDENT CHOICES ON:	SIGNIFICANTLY POSITIVE	POSITIVE	MINIMAL
School-to-school collaboration in careers?	3	5	0
Your own network of peer professionals?	2	5	1
Your own knowledge, skills and confidence in careers?	2	6	0
Your own knowledge, skills and confidence in leadership?	2	5	1

2. How likely do you think it is that Confident Choices is going to be:



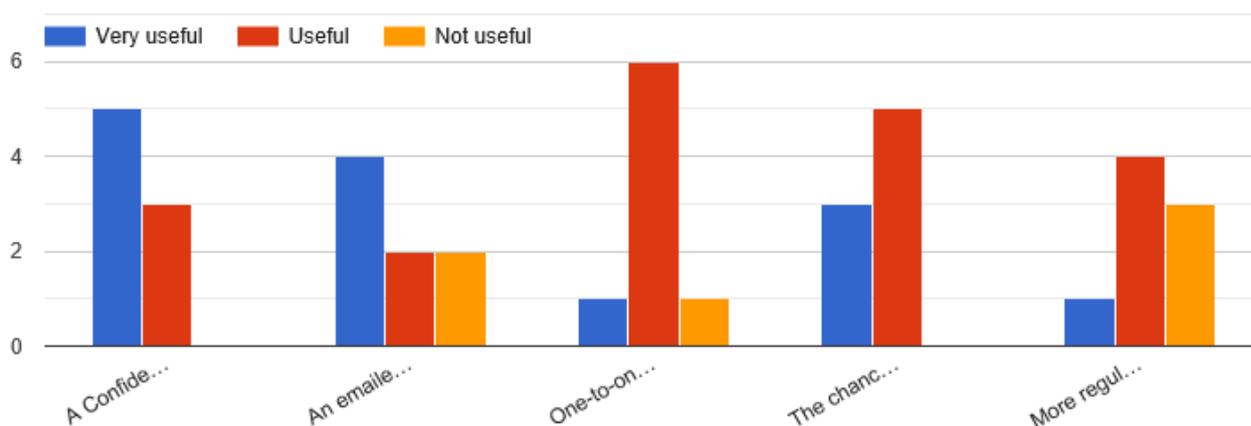
2. HOW LIKELY DO YOU THINK IT IS THAT CONFIDENT CHOICES IS GOING TO BE:	VERY LIKELY	LIKELY	NOT LIKELY
Effective in encouraging school collaboration on careers events?	3	5	0
Effective in supporting individual schools to improve their careers provision against Gatsby benchmarks?	2	6	0
A good mechanism for sharing good practice?	4	4	0
Sustainable as a framework?	1	7	0

3. How challenging has it been to:



3. HOW CHALLENGING HAS IT BEEN TO:	VERY CHALLENGING	CHALLENGING	Straight forward
Find the time to lead and manage cluster meetings?	0	6	2
Find a time when careers leaders can meet?	3	2	3
Find worthwhile collaborative activities?	1	3	4

#### 4. How helpful would the following be to you in your Lead School role?



4. HOW HELPFUL WOULD THE FOLLOWING BE TO YOU IN YOUR LEAD SCHOOL ROLE?	VERY USEFUL	USEFUL	NOT USEFUL
A Confident Choices website with updates about the framework, events and resources?	5	3	0
An emailed Confident choices newsletter with an update about the framework, events and resources?	4	2	2
One-to-one meetings with Confident Choices leaders?	1	6	1
The chance to attend other clusters' events?	3	5	0
More regular Lead School meetings?	1	4	3