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Gatsby Benchmarking Pilot Interim Evaluation

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Title: Gatsby Benchmarking Pilot Interim Evaluation

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Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government

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Table of contents

List of tables.....	2
List of figures.....	2
Glossary.....	3
Executive Summary.....	4
2. Introduction/Background.....	13
3. Methodology.....	17
4. Findings.....	21
5. Conclusions.....	52
6. Recommendations.....	57
Annexe A.....	Error! Bookmark not defined.
Annexe B: Discussion of methods for evidencing impact.....	64
Annexe C: Benchmark audits.....	68

List of tables

Table 3.1: Breakdown of survey responses by role	19
Table 3.2: Breakdown of survey responses by involvement in Gatsby Benchmarking Pilot or its associated activities.....	19
Table 4.1: Benchmark progress (all schools).....	28
Table 4.2: Impact on pupils' awareness of career pathways.....	37
Table 4.3: Impact on pupils' attainment	38
Table 4.4: Impact on pupils' destinations	39

List of figures

Figure 4.1: To what extent do you agree with the logic or the rationale behind the Gatsby Benchmarking programme?	22
Figure 4.2: What impact has the implementation of the Gatsby Benchmarks had upon the following aspects?	30
Figure 4.3: Effectiveness of the monitoring process	34
Figure 4.4: What impact have the individual Benchmarks and related activities had already upon careers provision within the school?.....	39
Figure 4.5: Gatsby Benchmarks support the provision of effective career learning	40
Figure 4.6: Future impact (1).....	44
Figure 4.7: Future impact (2).....	44
Figure 4.8: Future impact (3).....	44
Figure 4.9: Future impact (4).....	45
Figure 4.10: The Gatsby Benchmarks have added value to the CWW framework	50
Figure 4.11: The Benchmarks will complement careers education in the school following the introduction of the Curriculum for Wales	51

Glossary

Acronym/Initialism/Keyword	Definition
CWRE	Careers and Work-Related Experiences
CWW	Careers and the World of Work
RCTCBC	Rhondda Cynon Taf County Borough Council
SLT	Senior Leadership Team

Executive Summary

- 1.1 This report evaluates the progress and impact of the Gatsby Benchmarking Pilot scheme underway in Rhondda Cynon Taf County Borough Council (RCTCBC) at an interim stage. The evaluation has considered the implementation, impact and suitability of the approach within a reformed Welsh educational system. In doing so, the evaluation will explore and seek to answer four core research questions.
- 1) Do schools and wider stakeholders see value in the Gatsby Benchmarking process?
 - 2) Are schools effectively implementing the Benchmarks?
 - 3) What impact are the Benchmarks having in schools and upon learners and schools?
 - 4) Do the Gatsby Benchmarks 'fit' or have the potential to add value and complement careers provision within the Welsh context?
- 1.2 Due to the future changes planned in the Curriculum for Wales 2022, it was recognised that the current Careers and the World of Work (CWW) framework used to structure and guide careers education in Welsh schools would need updating in order to reflect the wider age range and the holistic approach to the new curriculum. During the summer of 2018, therefore, the Welsh Government approved funding a Pilot for the Gatsby Benchmarks for Good Career Guidance within Rhondda Cynon Taf (RCT) secondary schools. Fourteen secondary schools volunteered to be part of the Pilot's first phase and from September 2019, all secondary schools took part.
- 1.3 The Gatsby Benchmarks derive from the 'Good Career Guidance' report, which identified a set of eight benchmarks that schools can use as a framework for improving their careers provision.¹ These are:
1. A stable careers programme
 2. Learning from career and labour market information
 3. Addressing the needs of each pupil
 4. Linking curriculum learning to careers
 5. Encounters with employers and employees
 6. Experiences of workplaces

¹ <https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

7. Encounters with further and higher education

8. Personal guidance

1.4 The schools participating in the Pilot scheme are expected to work towards delivering against specific targets that relate to all eight benchmarks, overseen by a project manager and monitored through annual audits of progress.

1.5 In order to address the aforementioned research questions, four main sources of data were utilised:

- semi-structured interviews with 7 key management and delivery personnel,
- semi-structured interviews with 14 Career Leaders and key personnel in schools/colleges,
- monitoring data and other project documentation, and
- an online survey distributed to the staff of participating schools through Career Leaders and the programme manager. The survey received 90 responses.

Rationale, fit and engagement

1.6 The majority of all contributors to the research articulated their support for and their desire for alignment with the aims and rationale of the Gatsby Benchmarking programme. Furthermore, there was a widespread view that the senior leadership teams (SLTs) were engaging well with the Pilot and the benchmarks. This engagement, interviews indicated, included teacher and SLT contributions, engagement and co-development of activities, and delivery of the benchmarks alongside a wider enthusiasm to be included in and to understand the process.

1.7 However, Career Leaders were less confident about both the buy-in from the wider teaching workforce and that from parents, both of which were perceived to be key to the successful implementation of the benchmarks throughout the school. The little time available to date for developing an integrated approach was widely seen to be a key factor in this lack of wider buy-in.

1.8 Alongside relatively high levels of engagement with the Pilot and benchmarks, the majority of interviewees also stated that the Career Leader role has been well integrated into educational settings, and a general appreciation of the role and accountability that it had generated for careers education was noted.

Implementation and delivery

- 1.9 It was widely thought, as had been expected, that the Gatsby Benchmarking Pilot has been only partially implemented to date, with progress being variable between schools. The strengths and challenges of each individual school setting had influenced progress in line with individual benchmarks. Interviewees commonly described the implementation and establishment of benchmarks as being a 'process', which would take time and further (if not continual) development and refinement.
- 1.10 Nonetheless, the data relating to the overall progress made towards benchmark targets suggests that some benchmarks are proving to be more difficult to achieve than others. For example, no progress was made towards Benchmarks 2, 4 and 6 in half or more of the schools, with no common explanation as to why this was the case.
- 1.11 The only consensus on common challenges to making progress against the various benchmarks related to Benchmark 8: one-to-one, impartial career interviews, carried out by a qualified career adviser. Many Career Leaders, particularly within larger schools, suggested that ensuring one-to-one interviews with all (or 90% of) learners was particularly challenging. Currently, career advisers are not required to provide a one-to-one interview for all young people and, therefore, have neither the time nor the capacity to fulfil this. Some also questioned the need for the career interviews to be undertaken by a qualified career adviser in all cases, when more coverage and, in some Career Leaders' view, more substantive interviews could be undertaken by teaching staff.
- 1.12 It emerged that the audit was more than a monitoring tool, also being used as a "roadmap" with which to identify gaps in provision and guide the development of careers education, whilst also giving confidence to school staff in relation to 'what good looks like'. It neither demonstrates nor measures impacts or outcomes for young people.
- 1.13 Training for a Level 6 Diploma in Career Guidance Development, delivered by Careers Wales, was offered to all Career Leaders. It was judged to be valuable by the few who had completed it, with around half of Career Leaders stating that they had not signed up or had dropped out. The volume of work involved and the perception that the qualification was particularly challenging proved to be the key obstacles. Moreover, as leading on careers education was not commonly perceived

to be a career pathway for teachers and school staff, such commitment to achieving a qualification was not considered to be valuable career development by many.

- 1.14 The seed fund of £2,000 provided by RCT was commonly seen to be a key resource with which to free individuals to devote time to effective planning and implementation. However, it was also used to support delivery, covering the costs of events, trips and external arrangements.

Monitoring processes

- 1.15 Almost all Career Leader interviewees agreed that the monitoring processes in place effectively enabled them to track progress and supported them in establishing and developing the Gatsby benchmarks. This, the majority suggested, was a result of processes being clear and consistent, and because they understood its intention and how it could be applied within their setting. What is more, interviewees regularly highlighted the support that they received from the Gatsby Pilot project manager, as well as the guidance provided for monitoring and support.

Impact

- 1.16 The majority of Career Leader interviewees suggested that the Gatsby Benchmarking Pilot has already had or (more commonly) is likely to have a positive impact in their school or college in the future. This, they suggested, was primarily due to the benchmarks having provided a foundation of knowledge, formalised requirements for career learning and generated greater exposure to career pathways. The benchmarks were likely to act as the first stage in changing behaviour and encouraging more meaningful engagement from learners with possible career pathways and, consequently, with learning. This would, in turn and over a longer period of time, lead to better engagement and attainment and, ultimately, to different career destinations.
- 1.17 Though logically sound, evidencing this chain, or indeed any specific aspects of the perceived or expected impact, was particularly challenging at this interim stage. Indeed, evidencing impact at the level of learners is likely to prove to be a key challenge for Career Leaders and the project.
- 1.18 In relation to learners, many interviewees suggested that the activities have already led to increased awareness of the career pathways available. Though difficult to evidence, Career Leaders and teaching staff believed that with learners now being provided with more knowledge than previously, they are more focused in their

thinking and aspirations, as well as demonstrating a greater demand for career guidance as a result. In some cases, learners were perceived to be making explicit links between career aspirations and their own educational or qualification pathways and seeking further career guidance, suggesting in turn that better decisions were likely to be made.

- 1.19 The majority of interviewees suggested that it is too early to determine the impact on learner attainment. Moreover, identifying causal links between the benchmarks and individual learner attainment was likely to prove to be particularly challenging. The benchmarks and their related activities are not directly expected to raise attainment, therefore, but rather are expected to improve engagement, which in turn will lead to improvements in attainment.
- 1.20 Some Career Leader interviewees suggested that activities, particularly relating to Benchmarks 5 and 6, offered opportunities to combat challenges posed by gendered stereotypes in respect of career pathways.
- 1.21 Though engagement with external organisations and businesses predated the Pilot, the majority of interviewees indicated that their involvement has developed and intensified (as well as mainstreamed) through this external engagement. Furthermore, around half of interviewees drew attention to the value of external engagement and experiences in developing learners' awareness of career pathways.
- 1.22 Finally, and somewhat related to previous points, the benchmarks are believed by some to have given a clearer notion of 'what good looks like'. This suggests that they are capable of increasing the confidence of school staff in their own efforts to provide effective careers education.

Challenges

- 1.23 A key and common challenge facing Career Leaders was their ability to demonstrate and evidence impact. Career Leaders believed that it would be difficult to establish and evidence direct causal links between the interventions and changing attitudes, destinations or attainment, particularly with regard to individual learners.

- 1.24 Around half of interviewees also suggested that a key challenge lay in ensuring consistency with regard to the delivery of the benchmarks and in relation to the experience of learners within and across schools. It was felt that it was possible to approach the Benchmarks in a relatively tokenistic fashion, or in an attempt to ‘tick the boxes’ as soon and quickly as possible. Even ‘ticking the boxes’ of Gatsby, however, ensures that schools deliver multifaceted careers education to a significant majority of learners.

Wider fit

- 1.25 Generally, interviewees suggested that the Gatsby Benchmarking Pilot fits well and complements the CWW framework as well as Careers Wales’ provision. Clear structuring, support in planning and identifying gaps, as well as greater awareness of ‘what good looks like’ were thought to be key consequences of the Benchmarking approach.
- 1.26 The majority of interviewees found the questions relating to the curriculum to be more challenging and were keen to emphasise that schools were (at best) pioneering or beginning their provision of the new curriculum. However, the majority agreed that the benchmarks will complement the new curriculum, particularly if they have been effectively integrated within schools. The Benchmarks necessitated, for example, engagement and experience of the world of work, which could be integrated and add value to teaching and learning. Moreover, the Benchmarks were thought to complement the four purposes of the Curriculum for Wales.

Conclusions

- 1.27 In returning to the key research questions set out at the outset of this evaluation, we may conclude, firstly, that schools and their staff participating in the Pilot acknowledge the value of the Benchmarking approach, even at the interim stage. Furthermore, the degree of buy-in and general engagement with respect to the Benchmarking Pilot within the schools suggests that staff perceive the approach to be valuable. However, concerns were raised with regard to wider staff members’ buy-in, and that achieving such engagement continued to be an ongoing process. Considering the role that teachers play in the delivery of some of the benchmarks, and in embedding careers education into the curriculum, Career Leaders may require support in securing such wider buy-in.

- 1.28 There was general satisfaction with the monitoring processes. In addition, it was noted that the data and the audit were commonly used to map provision, inform planning and generate confidence in what additional steps were required.
- 1.29 Schools, as expected, reported that the Benchmarks were only partially implemented at this interim stage. As such, all consideration of impacts and challenges being faced should be understood within this context, and that Career Leaders are still in the process of developing effective implementation plans and actions. This is very likely to have been disrupted by the COVID-19 outbreak.
- 1.30 The seed fund was commonly seen to be a key resource with which to free individuals to devote time to effective planning and implementation. In some instances, however, the fund was used to support delivery and arrange events, trips and external engagement activities. As a seed fund, available only during the first year and not at all for schools entering the Pilot during the second year, this expense is not sustainable. Moreover, the expense jeopardises the extent to which the activities and impacts of the first year of delivery can be considered generalisable, whilst COVID-19 has disrupted the delivery and, therefore, the generalisability of any impact during the second year.
- 1.31 Respondents also noted that, particularly in delivering activities to large cohorts of learners, in order to satisfy output targets related to the audit, there was some suggestion that the quality of activities and the extent to which they were tailored and relevant to every individual were secondary to securing the target.
- 1.32 Finally, many respondents spoke of the value that they placed in the support and guidance of the Gatsby Pilot programme manager. Whilst reflecting favourably on the role of the programme manager in the Pilot, there are clear implications for any rollout or expansion of the Pilot scheme, namely that the support provided by the programme manager role is key to ensuring the levels of implementation that the schools have achieved to date. It is likely that similar levels of support would be required in the case of any rollout or expansion of the scheme.
- 1.33 With regard to impact, an evolving understanding of a chain of impact was noted, according to which staff were recognising that the activities were raising awareness of career pathways amongst learners. This would lead in turn, it was thought, to more effective engagement and, ultimately, attainment amongst learners, culminating in different career destinations. Consequently, staff saw value in the Benchmarking approach.

- 1.34 Concerns were raised, however, with regard to the ability to robustly evidence and demonstrate on an individual level that the benchmarks ensure that learners make the most of their potential, as well as building ambition, encouraging learning for life and developing the right skills for a changing world.
- 1.35 Finally, Career Leaders and the range of respondents to the evaluation were of the view that the benchmarks supported and added value to the careers provision in Wales. Even if the perceived chain of impact on learners could not be evidenced, the approach, nonetheless, supported the delivery of careers education within institutions. The respondents noted that the Benchmarks supported the delivery of the CWW framework by offering structure to activities and planning, enabling the mapping of provision, creating clear accountability, and giving staff confidence in 'what good looks like'.
- 1.36 In aligning with similar core purposes, meanwhile, the benchmarks set out how the Curriculum for Wales and teaching could support the development of ambitious learners. However, there was recognition of the need to integrate and secure buy-in throughout the schools if the benchmarks were to be integrated into the delivery of the new curriculum.

Recommendations

Recommendation 1: Gatsby Benchmarking Pilot management should seek to support Career Leaders in their attempts to secure wider buy-in from teachers and parents. It is believed that departmental/faculty heads can facilitate and enable the former. Furthermore, efforts should be made to share good practice and 'what works' with regard to engaging parents.

Recommendation 2: Gatsby Benchmarking Pilot management should consider facilitating the sharing of good practice in evidencing impact, and should provide support to Career Leaders in order to ensure that robust and consistent data is collected to evidence impact, where possible. A short discussion of possible methods of evidencing impact is included in Annexe B.

Recommendation 3: To support Recommendation 2 and efforts to evidence the impact of activities associated with the benchmarks, management should encourage the capture of data relating to the impact on learners.

Recommendation 4: Unless the “seed fund” is made available every year, management should discourage its expenditure on delivery in order to avoid distorting what should be expected of a ‘typical’ year of benchmark-related delivery and impact.

Recommendation 5: The final evaluation of the Pilot scheme should consider the support structures required for effective rollout or expansion of the Pilot scheme.

Recommendation 6: This research has focused, through the tools employed, on the views of Career Leaders and wider school staff. The omission of the views of learners and young people should not be overlooked. It is recommended that the experiences and views of those learners within the Pilot schools also be canvassed.

Recommendation 7: There was very limited data available for this evaluation in relation to Special Schools. The suggestion from that data was that Special Schools may struggle to meet certain targets or that the targets may not be entirely appropriate for the setting and context. Further research is recommended in relation to Special Schools and the appropriateness of the benchmarks in such settings.

Recommendation 8: As detailed in Annexe B, the COVID-19 pandemic and the associated closure of schools to the majority of learners have disrupted the second year of the Pilot. The focus of the first year, meanwhile, was naturally upon the establishment of the benchmarks and processes relating to provision. Consequently, the final evaluation of the Pilot will not be able to draw on a full year of operation. Therefore, it is recommended that consideration be given to the possibility of extending the Pilot period in some or all schools in order to ensure that adequate and more robust data from a full year of operation is available for the final evaluation. However, it must be acknowledged that the 2020–2021 academic year may also be disrupted by COVID-19. If an extension is neither practical nor likely to achieve the desired data, consideration should therefore be given to the findings and learning from the Pilot scheme and evaluation in England, alongside the findings of this and any final report or additional research exploring the Welsh Pilot.

2. Introduction/Background

2.1 During the summer of 2018, the Welsh Government approved funding a Pilot for the Gatsby Benchmarks for Good Career Guidance within Rhondda Cynon Taf (RCT) secondary schools. The Pilot aims to identify:

- How successful the Benchmarks are in driving improvements to careers provision within schools in Wales, particularly within the context of the emerging Curriculum for Wales.
- The Benchmarks' appropriateness for the Welsh context.
- The Benchmarks' suitability and sustainability.
- Opportunities for sharing innovative practice.

2.2 In January 2019, a project manager for the Pilot was recruited by Rhondda Cynon Taf County Borough Council (RCTCBC) to support each school in understanding the benchmarks, help schools to map their provision against the benchmarks, 'moderate' school assessments for consistency, and help schools to develop an action plan and continuously self-assess progress.

2.3 Fourteen secondary schools volunteered to be part of the Pilot's first phase and from September 2019, all secondary schools took part. Each school received a seed fund of £2,000, funded by RCTCBC.

Educational reform and careers education provision

2.4 Wales' extensive educational reforms, guided by 'Our National Mission' and the new educational curriculum envisioned by Professor Donaldson within the 'Successful Futures' document, are articulated by the Welsh Government within the Curriculum for Wales and supporting guidance and standards. Rollout of the new curriculum is staged, beginning with primary schools and Year 7 in September 2022 and the final (Year 11) stage being in 2026.

2.5 The curriculum is anchored by four purposes, aimed at supporting all learners in becoming:

- Ambitious, capable learners who are ready to learn throughout their lives.
- Enterprising, creative contributors who are ready to play a full part in life and work.
- Ethical, informed citizens of Wales and the world.

- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

- 2.6 Implicit in these purposes is the desire to ensure access to fulfilling careers for all learners.
- 2.7 The purposes are pursued through six discrete areas of learning and experience (AoLEs) that combine to offer a rich curriculum. The increased and explicit emphasis on careers and work-related experiences (CWRE) within each AoLE is a further attempt to structure career support into the educational provision for all learners. These experiences include exposure to job roles, exploring the benefits of work and the value of continued learning throughout one's life.
- 2.8 The recently reformed GCSEs, meanwhile, though widely expected to require further revision by 2026 in order to align with the Curriculum for Wales, have also shifted their focus to 'real-world relevance' and experiences of the world of work, perhaps best encapsulated by the introduction of the Mathematics Numeracy qualification and the changes to content within subjects such as English language.
- 2.9 Alongside the educational reforms, CWRE and its predecessor, i.e. careers and the world of work (CWW), have provided institutions and learning providers with guidance on developing their careers provision for 11–19-year-olds for over a decade. Schools and providers are expected to develop and deliver their careers provision to suit the needs of their learners. The Welsh Baccalaureate Qualification (and the SCC) is often seen by institutions and providers to be a means of offering their careers provision. It is widely perceived, however, and explicitly outlined as a rationale for the Piloting of the Gatsby Benchmarking approach, that careers education will need updating so as to reflect the holistic approach of the new curriculum.
- 2.10 Careers Wales, a wholly owned subsidiary of the Welsh Government, plays a key role within the sector, developing and delivering services in line with the Welsh strategic agenda. Careers Wales works with schools to provide young people with high-quality, independent career information, advice and guidance to help them to make sound learning choices, develop their career management competencies and succeed in the world of work.

Gatsby Benchmarks and wider UK careers provision

- 2.11 Developed by Sir John Holman, the 'Good Career Guidance' report was developed largely in response to Ofsted's 'Going in the Right Direction' report,² which noted that three quarters of schools in England were not exercising their duty to provide impartial career advice effectively.
- 2.12 The 'Good Career Guidance' report identified a set of eight benchmarks that schools can use as a framework for improving their careers provision.³ These are:
1. A stable careers programme
 2. Learning from career and labour market information
 3. Addressing the needs of each pupil
 4. Linking curriculum learning to careers
 5. Encounters with employers and employees
 6. Experiences of workplaces
 7. Encounters with further and higher education
 8. Personal guidance
- 2.13 Many providers in England have sought to Pilot the approach, particularly in North East England. The interim evaluation of the Pilot suggested that the approach has led to a positive impact on careers provision.⁴ Schools and colleges have made significant strides towards fully meeting the majority of the Benchmarks within two years, and learners have shown an increase in some aspects of career readiness and GCSE attainment. However, a key barrier is thought to be the lack of time within the curriculum to develop the eight Benchmarks. With the increased focus within the Curriculum for Wales, it could be hypothesised that Welsh schools are better placed to overcome this barrier and ensure similar (if not more positive) impacts. The 2018 statutory guidance for career guidance in England also states that every school should begin using the Gatsby Benchmarks to improve careers provision and should meet them by the end of 2020.
- 2.14 Key differences in legacy careers provision limit the comparability of the Welsh and English experiences; however, the evaluation of the Benchmarks, nonetheless, holds the potential not only to support the successful delivery and evidencing of the Pilot scheme within RCT itself, but also to inform wider approaches to career

² Ofsted (2013). Going in the Right Direction? Careers guidance in schools from September 2012.

³ <https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

⁴ <https://www.gatsby.org.uk/uploads/education/careers/interim-exec-summary-final.pdf>

support within the evolving Welsh educational sector and the English efforts to develop careers provision.

Gatsby Benchmarking Pilot in Wales

- 2.15 Due to the future changes planned in the Curriculum for Wales 2022, it was recognised that the current CWW/CWRE framework would need updating in order to reflect the wider age range and the holistic approach to the curriculum. It was therefore decided, with ministerial support, to Pilot the Gatsby Benchmarks in Wales in order to test their suitability within the Welsh landscape.
- 2.16 The Benchmarks are currently being Piloted with all secondary schools, some Pupil Referral Units, home-educated young people, and (more recently) some primary schools across RCT. The two-year Pilot commenced in January 2019.
- 2.17 The rationale for the Pilot is that the Gatsby Benchmark approach can add value to careers education and complement the Curriculum for Wales' four purposes. In Piloting the approach within RCT, the Welsh Government are seeking to explore this potential and draw valuable lessons from the experiences of schools as they further develop careers education in Welsh schools.

3. Methodology

- 3.1 This evaluation was commissioned with the purpose of considering the following at an interim stage:
- The pupil destinations – the impact on destinations and pupil awareness of career pathways.
 - The impact on pupil attainment.
 - The impact on pupil career readiness.
 - The Benchmarks – the enablers and barriers.
 - The wider impact – communities/businesses.
 - The overall challenges.
 - Making recommendations, including ensuring that the Pilot is capturing the full impact.
- 3.2 Four main sources of data were utilised:
- Semi-structured interviews with 7 key management and delivery personnel.
 - Semi-structured interviews with 14 Career Leaders and key personnel in schools/colleges.
 - Monitoring data and other project documentation.
 - An online survey distributed to the staff of participating schools through Career Leaders and the programme manager. The survey received 90 responses.
- 3.3 Following scoping interviews, it became likely that evidencing impact would be a significant challenge at this interim stage. The views of Career Leaders and school staff consequently emerged as being the strongest sources of data. The semi-structured interviews, therefore, compose the bulk of the data used for this interim evaluation, alongside the online survey (which posed a number of qualitative or 'open-ended' questions).
- 3.4 The responses to both the interviews and the survey were instances of teacher and staff observations. Therefore, the responses are to be understood with the limitations and benefits of such data. Whilst deriving from the experiences and knowledge of professionals best placed to comment on the Pilot and the potential future impact, the views are also subject to assumption and speculation. Whilst a valuable data source in itself, other sources of corroborating data would improve the confidence in these findings. Unfortunately, as is detailed in the relevant sections, much of the impact is predicted to be witnessed and, therefore, evidenced in the future, rather than at this interim stage. This leaves the evaluation with little means

of corroborating and supporting the professional views expressed during the interviews and the survey.

- 3.5 The Career Leaders interviewed represent the majority of secondary schools participating in the Pilot. Whilst at least one Career Leader from a Special School responded to the survey, the individual (who had contacted the evaluation team personally) did not respond to the invitation to contribute further through an interview. The evaluation team consequently believe that there is only very limited data upon which to draw specific conclusions relating to the Gatsby Pilot and Special School contexts. The team believe, however, that the benchmarks' relevance to such schools merits further investigation and closer attention.
- 3.6 As part of this research, semi-structured interviews were conducted with 14 Career Leaders from a variety of different educational organisations. The majority of interviewees stated that they had been involved in career learning at their educational organisation prior to the Gatsby Benchmark Pilot, whilst the majority were also part of the senior leadership team (SLT). Within the sample, the day-to-day role of one interviewee was more operational in nature, describing themselves as being the school's resource manager.
- 3.7 To complement the qualitative interviews, and to generate more qualitative and some limited quantitative data, an online survey was launched on April 28 and was open until May 26. The survey was distributed online to Gatsby school teachers through Career Leaders and other interviewees and management and delivery staff.
- 3.8 The survey sought to generate data with which to support the qualitative data. The survey included a number of 'open-ended', qualitative questions that mirrored those asked during the interviews, which are discussed in the following sections alongside the interview responses.
- 3.9 As a self-selected sample, however, the data is neither representative of nor generalisable to the wider Gatsby school teaching population. However, the data does, particularly where significant correlations are observed, offer insight that may support and help to make sense of the interview data. The quantitative survey data will therefore only tentatively support the qualitative data, essentially expanding the number of teachers' views further than the sample interviewed.

3.10 The survey received 90 responses, although not all questions were mandatory. Therefore, the count varies per question. The responses came from a variety of roles within the schools Piloting the benchmarks. The breakdown of roles represented by the survey responses is as follows:

Table 3.1: Breakdown of survey responses by role

Role	Number
Career Leader (Gatsby Benchmarking Pilot role)	9
Head/Deputy Head/Senior Leadership Team	11
Head of Department/Faculty	11
Teacher	14
Teaching Support (e.g. LSA)	4
School Administrative Staff	0
Career Adviser	2
Other (Please Specify)	6
Did Not Specify	33
Total	90

3.11 The responses were split with regard to their involvement in the Pilot, as noted in Table 3.2 below. Involvement was defined as any engagement with the programme or its associated activities, therefore relating to teachers who supported the implementation of very specific aspects, or to leaders who oversaw the entire programme. Moreover, respondents were asked to detail the nature of their involvement. A comprehensive list of responses is included in Annexe A.

3.12 This data is a context that is key to many of the responses to the survey, and the data will often be presented in this context below, noting whether or not the responses discussed came from those involved in the activities.

Table 3.2: Breakdown of survey responses by involvement in Gatsby Benchmarking Pilot or its associated activities

Involved in Pilot?	Number
Yes	42
Don't know	6
No	42

N=90

3.13 Whilst conducting primary research, the COVID-19 pandemic arose and the consequent response and lockdown led by the Welsh and UK Governments were imposed. This created some difficulties initially in securing interviews, which were ultimately conducted entirely via telephone. It was believed that the difficulties caused by the pandemic and the lockdown measures limited some individuals' capacity to engage with and contribute to the research. Ultimately, the most

significant impact on the evaluation was a delay of around two weeks as interviews were secured and conducted. Nonetheless, the representation of secondary schools is strong within the sample of Career Leaders interviewed, with almost every school included.

4. Findings

Rationale and fit

4.1 The majority of Career Leaders interviewed stated that the aim of the Gatsby Benchmarking programme is to improve and ensure a good quality of careers education.

‘It’s about ensuring each and every child has independent, bespoke career guidance (rather than it being a generic thing at Year 9 and 12). We’re at the end of our first year and it is helping achieve that — it’s much more tailor-made. For us it’s made us refocus how we look at careers.’ (Career Leader Interview, 2020)

4.2 Around half of Career Leaders interviewed also indicated that they perceived the rationale and logic of the Gatsby Benchmarking Pilot to be about:

- ensuring that learners have access to career advice,
- increasing learner awareness of the career options available to them,
- ensuring that careers provision is consistent across schools and other educational organisations, and
- enabling an integrated whole-school approach to career learning.

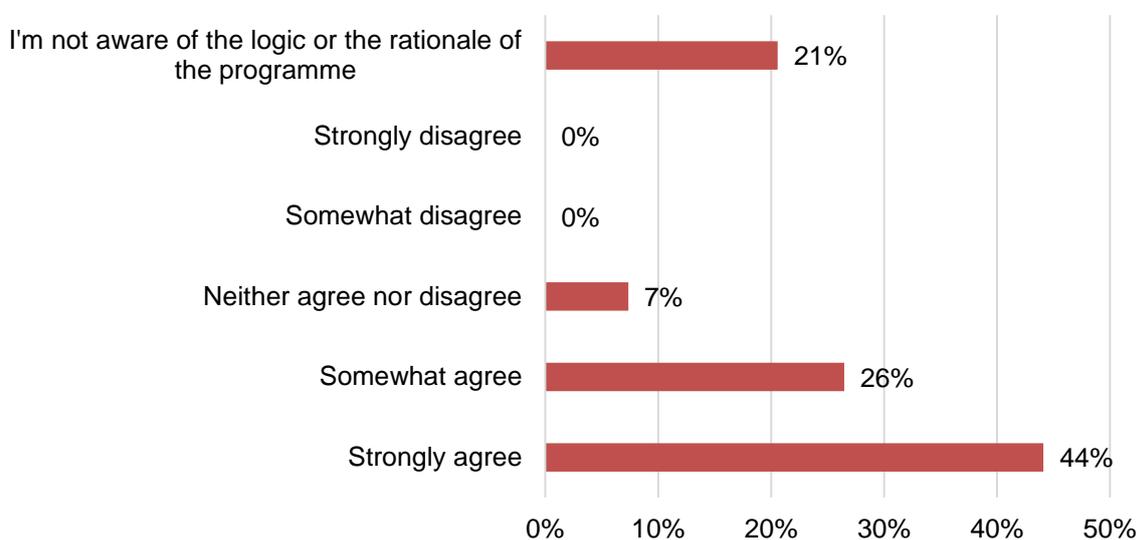
4.3 All Career Leaders, except for one, overtly supported the aforementioned rationales, indicating also that their experiences of the programme in practice mirrored the aims and rationale.

‘I do think it works. It’s in line with the new curriculum. It highlights missed opportunities that it brings. It provides clear principles and pathways, especially to disinterested pupils. It’s a good whole-school approach. It’s about helping the individual understand they have a clear view on their future.’ (Career Leader Interview, 2020)

4.4 One Career Leader indicated a mixed opinion on the rationale and logic of the Pilot, suggesting that there is a slight ‘mismatch’ between the benchmark objectives and the Careers Wales Mark, indicating that separate audits could be not only burdensome but also duplicative.

- 4.5 Overall, the data suggests that Career Leaders are supportive of the programme’s rationale, and indeed go further in some instances, suggesting that it has particular relevance in Wales because a new curriculum is being introduced. The single concern, which relates to the duplication of monitoring alongside the Careers Wales Mark, is an issue that would be raised later in interviews.
- 4.6 The survey data supported the notion that there was widespread support for and alignment with the aims and rationale of the Gatsby Benchmarking programme. Figure 4.1 below notes that not a single respondent expressed any measure of disagreement with the rationale.

Figure 4.1: To what extent do you agree with the logic or the rationale behind the Gatsby Benchmarking programme?



N=69

- 4.7 Fourteen individuals suggested that they were not aware of the logic or rationale of the programme. Further analysis revealed that 13 of these individuals had stated that they had not been involved with the delivery of the programme. Whilst it could be expected that wider school staff are not as aware of a Pilot scheme’s rationale and aims, school-wide buy-in was noted in the scoping interviews with management and delivery staff. Such buy-in remains a challenge in some schools.

Engagement and buy-in of the wider leadership and school

- 4.8 Management and stakeholders were of the view that buy-in from the senior leadership within schools was likely to prove to be key in promoting and supporting the delivery of the benchmarks, as well as helping to establish buy-in and cooperation from the wider school staff.

'If you start at the top in the right way, it will be as good as that engagement gets. You need that buy-in from the headteacher and SLT. The careers advisers are usually the bottom of the pack, [but] through Gatsby we have tried to raise the status of the Career Leader so they have access to the SLT.' (Scoping Interview, 2020)

4.9 It is important to note, however, that the majority of Career Leaders interviewed were from schools that had volunteered or shown an interest in the Pilot and could be seen, therefore, to be somewhat inclined to buy into the programme. In other words, these schools and the findings of this research may not be wholly generalisable to the wider population of schools in Wales.

4.10 The majority of interviewees were of the view that the SLTs and the wider school staff were engaging well with the Pilot and the benchmarks. This engagement, interviews indicated, included teacher and SLT contributions, engagement and co-development of activities, and delivery alongside a wider enthusiasm to be included in and to understand the process.

'I think we're really lucky, as staff are proud to be engaged in the process of the school; any training that's been implemented, they have brought in. With regards to the science department, they now welcome the opportunity to promote STEM. I think the clarity of the audit has helped them see what needs doing.' (Career Leader Interview, 2020)

'SLT involvement is really effective. Saying that, so is the wider school. [...] Work experience has exploded and we've raised the game — staff are mapping where they are using [the audit] and want to use it. Careers is now an integral part of lessons.' (Career Leader Interview, 2020)

4.11 In the minority of cases in which interviewees suggested that there is limited wider school engagement with the Pilot and benchmarks, it was commonly noted that this was likely because colleagues perceived career learning to be the remit of the Career Leader only. In some of these cases, however, interviewees suggested that this would change over time once the Pilot became better understood and integrated alongside the new curriculum.

'I feel it's just us (me and the line manager). The rest of the school get on board in careers week, but (generally) I'm the careers person and things just get sent to me (rather than done through faculties). I don't think they're aware that things have to go through the faculties. I think it'll get there, but not yet. They're only just

getting their heads around delivering in the way of the new curriculum and they see Gatsby as another thing they have to get their heads around it. It'll just take a few years to get bigger.' (Career Leader Interview, 2020)

4.12 However, Career Leaders were less confident about both the buy-in from the wider teaching workforce and that from parents, both of which were perceived to be key to the successful implementation of the benchmarks throughout the school. The little time available to date to develop an integrated approach was widely seen as being a key factor in this lack of wider buy-in.

4.13 The resource challenge was perceived to be exacerbated in educational organisations with a large number of learners and teachers. As noted below, middle management (heads of departments/faculties) were tentatively identified as being key enablers and facilitators of wider buy-in amongst the teaching workforce, whilst parents were a more complex challenge.

'I don't think there is anything wrong with [the benchmarks]. There's a few weaknesses, like the parents aspect for us is an issue. I'd like more emphasis on that and how to achieve it, because at the moment it's quite fluffy.' (Career Leader Interview, 2020)

4.14 Alongside relatively high levels of engagement with the Pilot and benchmarks, the majority of interviewees also stated that the Career Leader role has been well integrated into educational settings. In particular, interviewees suggested that the formalised role had aided its integration and that integration has occurred across the whole school/college. This, some suggested, has ensured that they have control over the role, are recognised for their work and feel able to influence learning.

'One hundred per cent integrated now. I feel I have quite a lot of influence really career-wise. The wording is apt and I feel I lead on the careers in the college and the SLT backing helps with that — I'm fully integrated and established now.' (Career Leader Interview, 2020)

'We get a lot of support in our school anyway. We get a bit more recognition and support than it was getting anyway. The role is a lot more formalised now, so I think it does take a little bit more priority than in a lot of cases. It's now an opportunity to get that recognition.' (Career Leader Interview, 2020)

- 4.15 Similarly to interviewees who identified limited engagement in the Pilot from colleagues and SLTs, the one interviewee who suggested that the role was not well integrated suggested that this was because career learning was still perceived to be confined to their remit and responsibilities alone.
- 4.16 It was raised in a few interviews that middle management (faculty/departmental heads) may be key in the process of achieving wider buy-in within the school teaching staff. Middle management positions were often key in ensuring buy-in, cultural change, and encouraging engagement from staff.
- 4.17 Career Leaders are much more prominent in the school environment than any former careers provision would have been — a factor that contributes to the perceived accountability.
- 4.18 Alignment and agreement with the general rationale and aims of the programme, as suggested by data presented in Figure 4.1 above, also suggests wider buy-in to the aims of the programme.

Implementation and delivery

- 4.19 The majority of Career Leader interviewees suggested that the Gatsby Benchmarking Pilot has been only partially implemented and established within their educational organisations to date. Interviewees commonly described the implementation and establishment of benchmarks as being a 'process', which would take time and further (if not continual) development and refinement. In a few cases, Career Leaders suggested that they had effectively established some benchmarks but not all.

'We are on a journey. We haven't done [all of the benchmarks] but I don't believe they can be imbedded within a year. It requires a programme, the plan and the staff. Mapping is important to us and they are part of our meetings.' (Career Leader Interview, 2020)

- 4.20 Annexe C provides audit data for individual schools, demonstrating progress made towards delivering each benchmark upon the initial and second audits. The data is presented in the form of a traffic light system, and suggests a wide variety of stages of implementation across the local authority. A range of reasons were offered as explanations for this variety, from pre-existing practice to challenges surrounding evidencing progress. No serious concerns were raised by the programme manager, however, with regard to the implementation of the benchmarks, who also suggested

that the audits may not be designed for comparison, only to guide individual schools on their journey towards developing all benchmarks. Ultimately, specific and local contexts invariably explained variation in implementation.

- 4.21 Indeed, consideration of the school-specific contexts laid out by Career Leaders in interviews and the variety of “starting points” for each individual school add to the picture drawn by the audits. Schools start in different positions in relation to each benchmark and some schools benefit from inherent advantages or suffer from disadvantages outside of their immediate control. Existing careers education provision before the introduction of the benchmarks will also have a significant influence on the progress being made, particularly in the early years. It is important to note that the audit data does not represent a robust means of comparing or ranking individual school progress.
- 4.22 Nonetheless, the data relating to the overall progress made towards benchmark targets, as outlined in Table 4.1 below, suggests that some benchmarks are proving to be more difficult to achieve than others. No progress was made towards Benchmarks 2, 4 and 6 in half or more of the schools.
- 4.23 The project manager felt that progress was slower with regard to Benchmarks 2 (Learning from career and labour market information) and 4 (Linking curriculum learning to careers) due to the challenges of evidencing and ensuring that 91% of learners (i.e. the target) receive meaningful provision. Moreover, ensuring that the curriculum includes career learning is likely to take time, particularly as the curriculum itself is in the process of being reformed and realised within schools.

‘...progress has been slower here, as schools have spent time working out how to log and track these experiences, which has been challenging. They need to be able to evidence 91% of pupils have had the experiences with labour market or in curriculum areas and these systems need to be robust to make progress in these areas meaningful... I would also agree that it needs time to embed these elements of the benchmarks and the links to the new curriculum will have a big impact on Benchmark 4 in particular. There are Career Leaders from the Pilot currently working in a group for Welsh Gov. planning careers across the curriculum in the new curriculum. There is a lot of discussion about how Gatsby can support this and how it fits.’ (Project Manager, 2020)

4.24 Benchmark 5, meanwhile, was thought to be the most challenging benchmark to satisfy, particularly in schools in which there was no legacy work experience scheme in place. Establishing such a process is thought to be a particularly arduous and time-consuming undertaking, although work is underway to explore alternative and more accessible means of ensuring that learners receive work experience.

‘Simply put, it is a huge piece of work for a school to send pupils out on work experience. The schools with systems and staff in place to do so historically have met this benchmark easily, but those who have not struggle. We have just offered a week of virtual experience with a range of videos and activities to help pupils get some sort of experience of the workplace. I think this sort of resource will be useful moving forward.’ (Project Manager, 2020)

4.25 There were few areas of consensus amongst Career Leaders interviewed in relation to specific benchmarks and the challenges of making progress. The one exception was Benchmark 8: one-to-one, impartial career interviews. Many Career Leaders, particularly within larger schools, suggested that ensuring one-to-one interviews with all (or 90% of) learners was particularly challenging. Currently, career advisers are not required to provide a one-to-one interview for all young people and, therefore, have neither the time nor the capacity to fulfil this.

4.26 A few also commented on the requirement for the interviews to be conducted by a qualified career adviser, suggesting not only that this was particularly challenging, but also that teachers and Career Leaders were capable of offering adequate guidance to some learners, but that without the qualification it would not count towards the audit. It must be noted, however, that Careers Wales advisers will be specifically trained as well as qualified to give career guidance, whilst many teachers are unlikely to have received such training.

‘With [Benchmark 8] it talks of an appropriately trained careers adviser. We only have a part-time Careers Wales adviser, so we can’t do that many. If [other staff] do those interviews and we do that, they don’t count, because they’re not qualified careers advisers. But they’re having tonnes of personal guidance, but it doesn’t count in Gatsby terms. A 20-minute interview with a careers adviser is no comparison to the level of continuous, personal contact they have with the advisers here who aren’t trained. Ours is more appropriate but it doesn’t count.’ (Career Leader Interview, 2020)

Table 4.1: **Benchmark progress (all schools)**

Benchmark	Progress made	On or above target	No progress
Benchmark 1: Structured careers programme	71%	14%	14%
Benchmark 2: Impartial guidance for Years 8–13	36%	14%	50%
Benchmark 3: Careers programme actively raises aspiration	36%	36%	29%
Benchmark 4: All teachers link curriculum to careers	36%	29%	36%
Benchmark 5: All pupils have opportunities to learn from multiple employers	7%	43%	50%
Benchmark 6: Experiences of the workplace	7%	36%	57%
Benchmark 7: All pupils understand full range of learning opportunities	14%	43%	43%
Benchmark 8: One-to-one, impartial career interviews	21%	43%	36%

- 4.27 School-specific audit data suggested that the majority of schools were progressing in relation to at least two benchmarks, with the majority making progress with respect to several. Only one school failed to make progress in relation to any benchmarks. The data supports comments made by Career Leaders, as discussed in detail below, in relation to the utility of the audit as a means of identifying and supporting progress.
- 4.28 When asked how the Gatsby Benchmarks were being implemented and established, Career Leader interviewees commonly suggested that they were mapping out the benchmarks based on their audits, which has led to the development of activities and self-evaluations in order to ensure that they were able to evidence the benchmarks. It emerged that the audit was more than a monitoring tool, also being a ‘roadmap’ with which to identify gaps in provision and guide the development of careers education, whilst also giving confidence in what the ‘correct steps’ were.
- 4.29 The majority of interviewees suggested that their process of implementing and establishing the benchmarks was that of an iterative process that developed in line with the needs and capacity of the school/college.

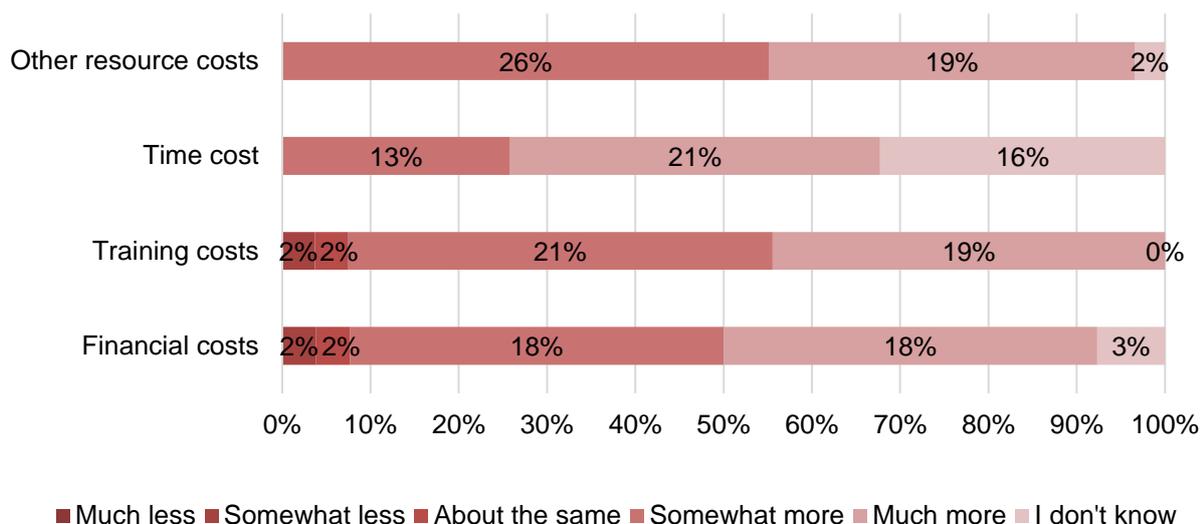
‘We have a software program we use all year and that allows us to acknowledge what we are able to do. Then, from the audit, we are able to see what we need to focus on and then we used the Gatsby software to help us track and show what benchmarks we are working towards and what has been achieved.’ (Career Leader Interview, 2020)

4.30 The provision of a seed fund of £2,000 with which to implement and establish the Gatsby Benchmarking Pilot was warmly received by Career Leaders. Across educational organisations, the seed funding was used in a variety of different ways. Most commonly, interviewees suggested that part of the funding was used for teaching cover to enable Career Leaders to attend training and/or to facilitate trips and career events. Furthermore, interviewees commonly suggested that a proportion of their seed fund had been put towards the provision of careers education. Specifically, the fund was spent on career-related trips, career fairs, resources with which to develop their careers education, and ensuring that careers education is accessible for all learners.

‘Funding has allowed us to take time off timetable for me and my assistant. Due to that, we can get supplies in. We haven’t gone through all of it, to be honest. It’s mainly the sharing good practice, careers courses through Careers Wales, cover. Taking pupils to careers fairs was another one, but it hasn’t been all spent as this year has been cut short [as a result of the pandemic]. We were going to use some for our summer careers work with the work experience. It helps with accessibility for those who can’t afford it — we can help internally then.’ (Career Leader Interview, 2020)

4.31 The survey asked respondents to comment on the impact that the implementation of the benchmarks has had, specifically the time, training, financial and other resource costs of providing careers education. A significant number of respondents suggested that they did not know what impact the implementation has had; this is a somewhat expected result, given that only senior leadership or Career Leaders were likely to have access to such information. Of those who did express a view, the responses were largely that the training and financial costs were about the same or somewhat greater than previously, and that the other resource costs were mostly about the same, with a minority suggesting that they were somewhat greater; meanwhile, the majority suggested that implementing the benchmarks took longer than implementing careers education prior to the Pilot. The benchmarks, in the views of the respondents, likely take longer to implement and may bring about some further financial, training and other resource costs. The Gatsby approach implicitly acknowledges as much, through its emphasis on the need for a central coordinating officer in the form of a Career Leader, and the requirement for wider participation and contribution across the curriculum.

Figure 4.2: What impact has the implementation of the Gatsby Benchmarks had upon the following aspects?



N=62

- 4.32 There was also a suggestion of a degree of variation in the delivery of the benchmarks. Some schools sought to establish and mainstream careers education in the learner’s experience. However, others sought to ‘tick off’ as many benchmarks with dedicated ‘careers weeks’ of activity. The experience of learners, even though benchmarks may be met in all cases, may be qualitatively different.
- 4.33 From the very limited data available, there was a suggestion that Special Schools will struggle to meet certain targets or that the targets were not entirely appropriate for the setting and context. Career pathways and the aspirations and destinations of learners were thought to be different and often more complex issues in relation to their learners.

‘I work in a SEN school and the majority of our students will not be able to access paid work.’ (Survey Respondent, 2020)

Training

- 4.34 Around half of Career Leader interviewees stated that they did not receive or had dropped out of the Careers Wales training⁵ as part of their involvement with the Gatsby Benchmarking Pilot. A few of these interviewees suggested that they were not the appropriate individual to receive such training (i.e. they were not the designated Career Leader at that time or did not feel as though they required the

⁵ Specifically, the Level 6 Diploma in Career Guidance Development. Details are available here: <https://www.cotw-training.co.uk/courses/level-6-diploma-in-career-guidance-development/>

training). In the other instances, Career Leaders suggested that there had been limited support, and that it had been difficult to secure significant benefit from the training.

- 4.35 When pressed in interviews, however, a further issue was revealed as being a significant and common barrier: those who did not complete the training tended to suggest that the volume of work involved had played a part in their thinking processes and that this was perceived to be a challenging qualification. They were not likely to receive adequate time away from other school/college responsibilities in order to complete the qualification, which, consequently, could only realistically be completed in their own time.
- 4.36 Moreover, careers education is a responsibility/role commonly passed from teacher to teacher every few years, not a career pathway for an individual. Therefore, a career qualification, consequently, did not appeal to the majority of teachers, who were realistically looking at the role for only a few years.
- 4.37 However, having not completed the training, their views on the quality and utility of the training should be viewed with caution.
- 4.38 Those who had taken part in Careers Wales training suggested that it was useful, highlighting in particular that it encouraged them to consider implementing careers education earlier and school-wide approaches.

‘Yes, going through it at the moment — it’s good [...] I just feel like it’s pushing me to work on careers a lot earlier. The assignments aren’t rocket science but they do prompt meaningful self-reflection and sharing best practice and supporting one another.’ (Career Leader Interview, 2020)

- 4.39 Whilst the usefulness of the qualification accreditation and training was identified by interviewees, even those who had completed the qualification suggested that the time required to complete the training and qualification could be challenging. Interviewees suggested that, as a result of their other responsibilities, it was difficult to find the time in which to complete assignments. In some cases, interviewees suggested that whilst the educational organisations in which they were situated were allowing them to have a short amount of training time, this was not something that they would be happy to extend in order to cover assignment time. This suggests that the ability of Career Leaders to become accredited and attend training correlates with the buy-in from educational organisations and/or their ability to provide cover. One interviewee stated:

'I found the two training days really useful and the guidance is good. The opportunity for good practice is useful and to learn from others. The work that's needed behind it, (obviously) we're all really busy, [so] I've only completed one submission. But there is an awful lot of work. I know there was some discussion about doing the course but not the accreditation. What I will say is that the first assignment, I holed myself in the study for the assignment, having done the assignment. Although it was time-consuming and frustrating, I would say it has given me a better understanding of being able to demonstrate what I've done. My head was happy for me to do the training — that's three days. If I went to her and said I need two days off every term to do assignments, I'm confident the answer would be "no".' (Career Leader Interview, 2020)

Monitoring processes

- 4.40 Almost all Career Leader interviewees agreed that the monitoring processes in place effectively enabled them to track progress and supported them in establishing and developing the Gatsby benchmarks. This, the majority suggested, was a result of processes being clear and consistent, and because they understood its intention and how it could be applied within their setting.

'I think it's been positive experience to date. It is about putting on paper what we do already and to highlight what we are doing so well at already. This then feeds into our improvement plan.' (Career Leader Interview, 2020)

'We do evaluations with pupils. They feed back after every activity. I have meetings with tutors. The head of Careers Wales sits on our panel. I'm always open to new ideas but this is working for us. We have mentoring also. They also give us engagement reports. They don't give us any direct information but it's logged. It shows also that the boys aren't logging in as much.' (Career Leader Interview, 2020)

- 4.41 Interviewees also regularly highlighted the support that they received from the project manager, as well as the guidance provided for monitoring and support.

'Very good. There is a good person there who comes in — they are supportive. [We] couldn't do it without [the programme manager].' (Career Leader Interview, 2020)

4.42 Whilst a few interviewees also indicated that they were ensuring that evidence was being collected for audits, there was a view that the data fed into wider management and awareness of careers provision throughout the school. This suggested that the audits themselves added value beyond ensuring compliance and delivery.

‘The audits are really good. It’s quite clear. What I tend to do is involve staff so they can see what is going on and how they can support it, and that has helped feed into our whole school.’ (Career Leader Interview, 2020)

4.43 In the one instance in which an interviewee expressed that they were not content with the current monitoring processes, it was suggested that they found evidencing the benchmark to be difficult. In particular, it was suggested that — beyond attendance at activities or essentially measuring output or activity — they found it difficult to demonstrate or evidence impact.

‘Quite difficult. We have to work on it. We do a lot of the things but tracking what we’ve done and who’s done them — we have to work on [that]. We had evaluation forms after the trips, but except for knowing they were there with the register, it’s hard to see the impact. We did a survey at the end of the week and we got stuff from that. It’s quite hard to show evidence and to [ensure that] 91% have done those things. It’s hard to show the evidence, even if you think you’ve done it. It’s a lot of work.’ (Career Leader Interview, 2020)

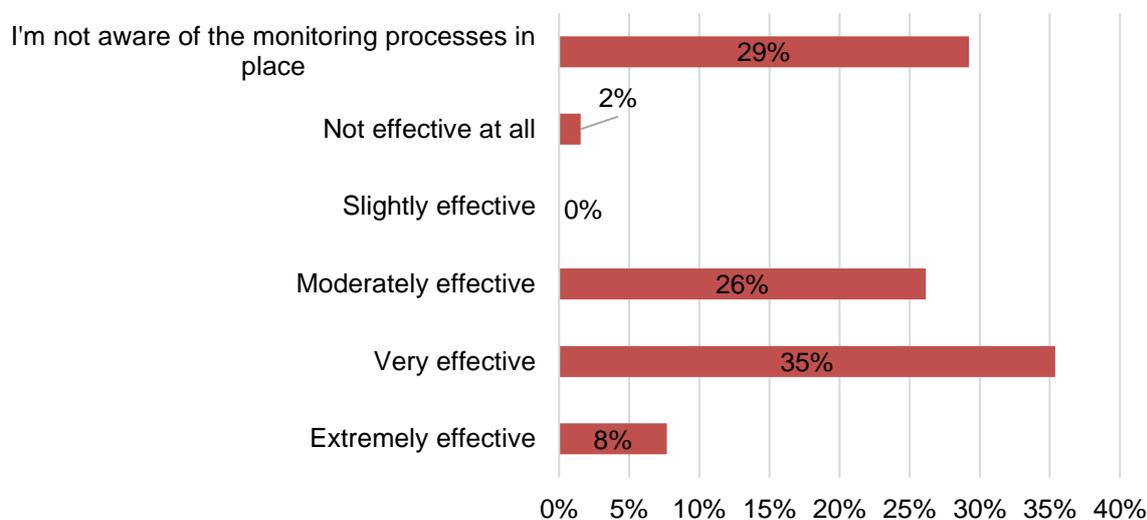
4.44 Concern was expressed in a few instances with regard to the overlap between the need to evidence for the Careers Wales Mark and the benchmark audits. Some duplication and confusion were reported by interviewees and some suggested that the two had (possibly too) much in common, suggesting a potential impact on the wider stakeholders.

4.45 Survey responses also suggested that staff felt as though the monitoring process was effective.⁶ Only one response noted that they did not think that the process was effective, whilst 69% felt as though the process was effective to some extent. Fifteen of the 19 responses that suggested that they were not aware of the

⁶ ‘Effective monitoring’ will likely have two meanings. For Career Leaders, effective monitoring would refer to monitoring data that enables an overview of the delivery of the benchmarks. For teachers less engaged (or perhaps not engaged at all) with the delivery of the Gatsby Benchmarks, ‘effective monitoring’ may represent a means of mapping careers education provision within the school.

monitoring processes in place came from individuals who stated that they were not involved in any aspect of the programme's delivery.

Figure 4.3: Effectiveness of the monitoring process



N=65

4.46 The data suggests that staff responsible for collecting monitoring data find the process to be manageable and useful. Moreover, there was some suggestion that the monitoring process and the data generated supported wider efforts within the school to map careers provision. The process appears, at least in some cases, to add value beyond supporting delivery and mapping progress. Concerns were raised, however, with regard to evidencing the impact of the benchmarks, suggesting that 'deeper' data would be required, beyond noting activity and output such as attendance at events.

Impact

4.47 The majority of Career Leader interviewees suggested that the Gatsby Benchmarking Pilot has had or is likely to have a positive impact in their school/college, and learners will benefit as a result. This, they suggested, was primarily due to the benchmarks having provided a foundation of knowledge, formalised requirements for career learning and generated greater exposure to career pathways.

4.48 The benchmarks were also thought to have encouraged a more structured and strategic approach to developing careers provision. Moreover, the monitoring and auditing process was commonly thought to add value to the management of the school. In mapping provision, Career Leaders and SLTs were able to better

understand and identify gaps in provision and confidently identify what further developments were needed.

4.49 These benefits have, in turn, enabled educational institutions to tailor their provision to the learners, and for learners, in turn, to benefit from more appropriate careers education.

‘I think the benchmarks give clarity and a lot of it is the increased exposure, which will enhance the process for the learners. It’s the building blocks really that makes all the elements meaningful. Also, because of the audit tools, it gives us the chance to organise our approach towards reflection.’ (Career Leader Interview, 2020)

4.50 In almost all cases, however, interview respondents suggested that more time was needed in order to fully implement the benchmarks and for the impact to begin showing. Their views were echoed by survey responses, as outlined in Tables 4.2–4.4 below.

4.51 Moreover, it must be noted that responses to both the interviews and the survey were instances of teacher and staff observations, and with regard to future impact, responses constituted the assumptions and speculation of those staff members based on their experiences. Whilst a valuable data source in itself, other sources of corroborating data would improve confidence in these findings.

4.52 Considering the impact on learners specifically, many interviewees suggested that the Pilot has increased learner awareness of the career pathways available to them. Interviewees typically suggested, however, that it was also still too early to decipher any tangible impact that this has or would have. But it was thought that with learners now being provided with more knowledge than previously, they are more focused in their thinking and aspirations, as well as demonstrating a greater demand for career guidance as a result.

‘More people are asking for careers guidance, so it suggests more pupils are thinking about their future careers paths. Having people who are experts coming in is raising the profile of what is out there. It’s ensuring each and every pupil is having the guidance they are after and are more informed on the different pathways for them.’ (Career Leader Interview, 2020)

4.53 Approximately half of interviewees also suggested that learner awareness of destinations and career pathways has been enhanced through the Pilot as a result of careers provision being more formalised, consistent, and more comprehensive due to the breadth of the benchmarks.

‘I think it has got that positivity. Before doing individual things in schools, we are liaising closely with Careers Wales. Now we have formal benchmarks, it just allows us to ensure we are ticking all the boxes. Before, it was about what we wanted and what we knew they could offer. We are a lot more thorough now. [Learners] are all having similar levels of aspiration now.’ (Career Leader Interview, 2020)

4.54 Survey responses echoed similar suggestions, whilst also detailing in some instances that learners were more aware of pathways and other educational or qualification options. What is more, some responses noted that learners were making explicit links between career aspirations and their own educational or qualification pathways, suggesting that better decisions were likely to be made. Furthermore, there was a suggestion that the increased exposure and knowledge of career pathways had, in turn, sparked more open debate and engagement with career issues in some schools. This latter claim echoed interview responses that noted the rise in demand for further career guidance.

‘Pupils have, over the past year or so, had many more interactions with experts and employers from many career pathways. They have had opportunity to take part in workshops, through events such as careers week, had STEM workshops. Parents have been invited to LMI talks and pupils have had mock job interviews. Teachers have been more confident talking about how their subjects link to future career paths, and pupils have been more open to having discussions with teachers about their aspirations.’ (Survey Response, 2020)

4.55 The online survey asked respondents to score (from 1–10, with 10 being the most significant) the impact of the benchmarks upon pupils’ awareness of career pathways. The data is outlined in Table 4.2 below. The mean score of 6 for current impact suggests that the benchmarks are already having some impact in the views of respondents. However, the score rises to 7.44 when asked to consider the impact that the benchmarks will have in the future.

Table 4.2: Impact on pupils' awareness of career pathways

		Minimum	Maximum	Mean	Std. Deviation	Variance	Count
Impact on pupils' awareness of career pathways?	Current Impact	0	10	6	2.13	4.55	62
	Future Impact	1	10	7.44	1.76	3.08	55

- 4.56 The majority of interviewees suggested that that it is too early to determine the impact on learner attainment. Moreover, identifying causal links between the benchmarks and learner attainment was likely to prove to be particularly challenging.
- 4.57 Career Leaders, as staff members with less contact and less teaching time than those of teachers, were unlikely to be able to comment as confidently on the impact on learner attainment.
- 4.58 Teachers who responded to the survey, however, suggested ways in which the benchmarks may impact learners. The predicted impacts are unanimously positive and largely concern the attitudes, motivations and ambitions of learners that will then lead to better engagement and attainment. The benchmarks are not directly expected to raise attainment, therefore, but rather are expected to improve engagement, which will lead in turn to improvements in attainment. A selection of responses are noted here, while the full complement of responses are included in Annexe A.

'They have motivated some pupils to put more effort in.' (Survey Response, 2020)

'It will focus the students to achieve the job roles they need. They will have the information to work towards these careers. For example, to teach in Wales, students need at least a B in English and Maths. If a student wishes to be a teacher, this information will allow them to work towards these goals.' (Survey Response, 2020)

'Pupils will know what qualifications are needed to pursue their career or interest and strive to reach these grades.' (Survey Response, 2020)

'Pupils will hopefully be motivated, as they will have a clear goal and route.' (Survey Response, 2020)

‘Within my subject area, perhaps increasing focus on pathways could instil the need to achieve more highly in the subject to enable access to careers. This could improve attainment.’ (Survey Response, 2020)

- 4.59 Whilst teaching staff spoke confidently about the impact that the benchmarks will have, generating supporting evidence of either the rise in engagement and motivation or the consequent impact on attainment will likely prove to be challenging, particularly on the individual level. Cohort comparisons and teacher testimonies may prove to be the most robust means of evidencing these impacts.
- 4.60 The online survey also asked respondents to score (from 1–10, with 10 being the most significant) the impact of the benchmarks upon pupils’ attainment. The data is outlined in Table 4.3 below. The mean score of 5.13 for current impact suggests that the benchmarks are having some impact in the views of respondents. However, this score rises to 6.41 when asked to consider the impact that the benchmarks will have in the future. Again, this suggests that impact will be more significant in time.

Table 4.3: Impact on pupils’ attainment

		Minimum	Maximum	Mean	Std. Deviation	Variance	Count
Impact on pupils’ attainment?	Current Impact	1	10	5.13	2.12	4.47	61
	Future Impact	0	10	6.41	2.25	5.07	46

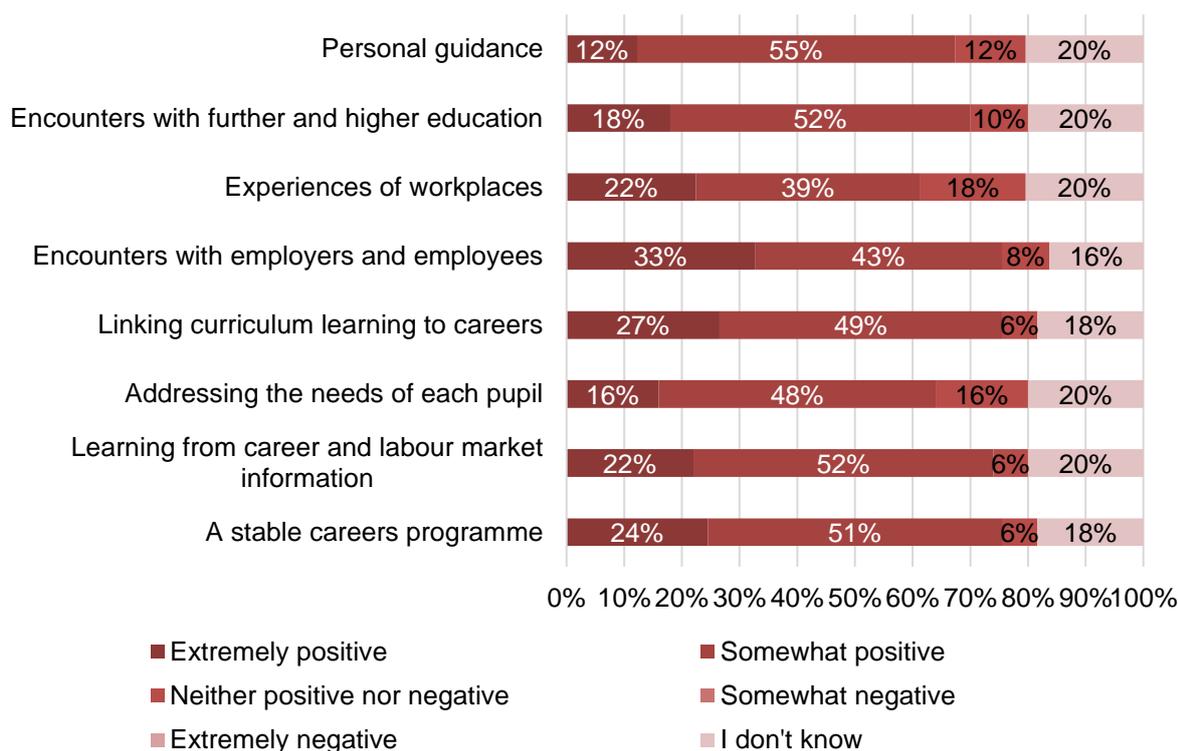
- 4.61 Career Leader interviewees were of the view that the ultimate impact would be upon pupil destinations. The majority felt that greater awareness of pathways (alongside becoming more motivated, focused and engaged in schools) would lead to learners adapting their choices and, ultimately, would influence their destinations. It was felt, however, that measuring the impact on destinations would be difficult.
- 4.62 Nonetheless, when asked to score (from 1–10, with 10 being the most significant) the impact of the benchmarks upon pupils’ destinations, online survey respondents suggested that the benchmarks had already had some impact. The mean score of 5.8 suggests so, as noted in Table 4.4 below. However, this score rises to 7.48 when seeking to judge the impact that the benchmarks will have in the future.

Table 4.4: Impact on pupils' destinations

		Minimum	Maximum	Mean	Std. Deviation	Variance	Count
Impact on pupils' destinations?	Current Impact	2	10	5.8	2.07	4.29	61
	Future Impact	1	10	7.48	1.97	3.87	52

4.63 Overall, survey respondents were particularly positive in their views of the impact that the individual Benchmarks have had. The data is presented in Figure 4.4 below. Whilst in relation to each benchmark, around one fifth of respondents noted that they 'didn't know' what impact had been secured — overwhelmingly, these individuals were not involved in the delivery of the benchmarks — the majority of responses noted that each benchmark had secured an extremely or somewhat positive impact. Naturally, the qualitative comments presented above offer more detail regarding what kinds of impacts they have secured.

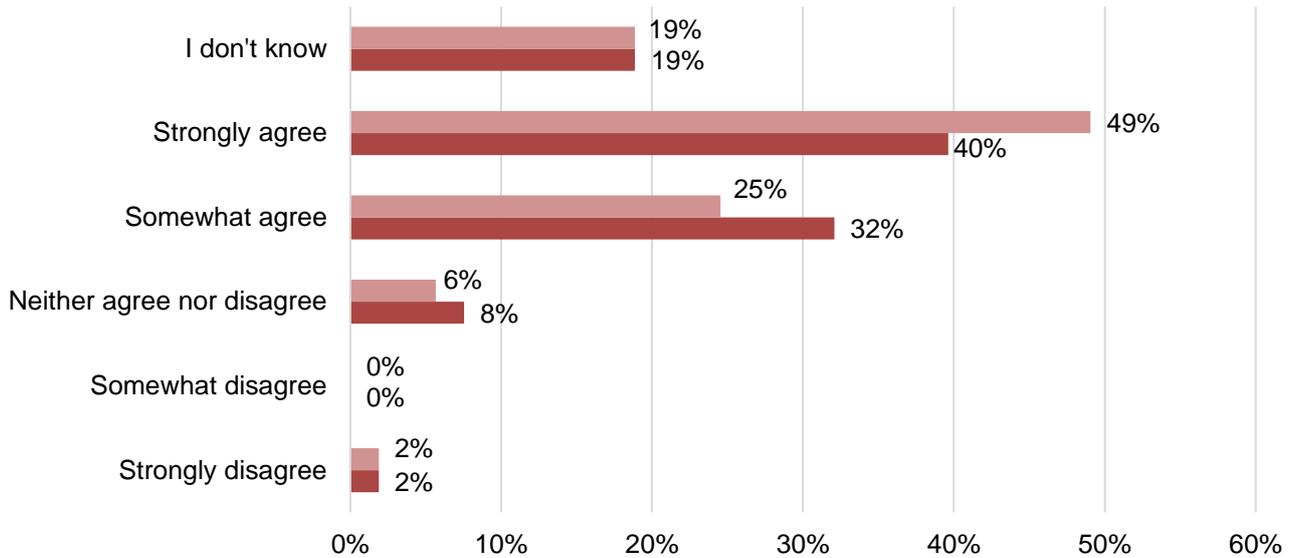
Figure 4.4: What impact have the individual Benchmarks and related activities had already upon careers provision within the school?



N=50

4.64 The survey also presented respondents with statements regarding the overall impact of the Pilot. The data presented in Figure 4.5 below suggests that those respondents were particularly favourable in their view of the impact that the benchmarks are having upon careers education.

Figure 4.5: Gatsby Benchmarks support the provision of effective career learning



■ The Gatsby Benchmarks help ensure learners make the most of their potential, build ambition and encourage learning for life and develop the right skills for a changing world

■ The Gatsby Benchmarks support the provision of effective career learning that is reflective of learner need and ensures that learners are prepared and motivated on leaving their education provider

N=53

4.65 Many Career Leader interviewees were optimistic with regard to the impact that the benchmarks were likely to have in the future. Moreover, many of the aforementioned impacts were thought to be likely to continue and increase in the future as schools and staff became familiar with the benchmarks and with the means of delivering them more effectively and appropriately to a range of learners.

4.66 Many Career Leader interviewees also suggested that the heightened profile of careers education and the consistent approach developed through the Gatsby Benchmarks over time and into the future would enable learners to have more meaningful career engagement and exposure, leading in some cases to greater motivation and further positive impacts on learner attainment.

‘I hope the impact would be that the learners’ exposure would be more meaningful and that we would have empowered pupils in Wales who want to do what they want to do and feel good enough to do it.’ (Career Leader Interview, 2020)

‘I think they could be massive, to be honest. If we can get proper buy-in from teachers and guardians and allow pupils to make better links, the impact will be huge. To increase motivation and attainment, it will be massive.’ (Career Leader Interview, 2020)

Wider impact and added value

4.67 Some Career Leader interviewees suggested that activities provided as a result of the Gatsby Pilot could combat challenges posed by gendered stereotypes of career pathways. However, these would be dependent on the specific activities developed by the schools/centres. Career Leaders noted, for example, that by hosting talks by female engineers or presenting male role models, it was possible to adapt careers education in order to combat traditional, gender-based barriers.

‘We can’t know at the moment but I think when it comes to things like having a female engineer come in, [girls] ask us: “How can I do that?” Hopefully this will help raise that — I can only see it being a positive.’ (Career Leader Interview, 2020)

‘I believe it is very much needed in schools. For too long, careers education has been a second thought. This information could potentially change a young person’s view of jobs and the world. Gender stereotypes are still very strong, especially in the Welsh Valleys. I believe the Gatsby project will help young people start to break through these barriers.’ (Survey Response, 2020)

4.68 It is difficult to identify a direct causal link between the benchmarks and developing more gender-sensitive careers education programmes. However, it is believed that Benchmarks 5 and 6, as well as the requirement to expose learners to careers and individuals, presented opportunities for Career Leaders to tailor and develop bespoke activities. Therefore, the benchmarks, in emphasising exposure to careers and experiences of workplaces, gave opportunities to challenge gender-based barriers associated with career pathways.

4.69 Career Leader interviewees typically suggested that they have experience in engaging with external organisations and businesses that predates the Gatsby Benchmarking Pilot. However, the majority of interviewees also indicated that their involvement with the Pilot has developed and intensified (as well as mainstreamed) this external engagement.

‘We had pockets of good practice throughout the school. It’s increased our partnership working, not just with businesses but with Careers Wales and RCT.’ (Career Leader Interview, 2020)

4.70 Around half of interviewees also drew attention to the value of external engagement and experiences. These Career Leaders suggested that greater and more consistent external engagement has provided more meaningful opportunities for learners, namely work experience and direct engagement with employers.

‘It definitely marries the school with the world beyond the school gates. [It is] not for everybody, but the more meaningful addresses they have with business owners and stakeholders — I think the more chance we give them to integrate and get experience with interviewing for jobs. Instead of going through CW, we brought on the people from our careers fairs and I feel these enhance the learning opportunities that pupils have.’ (Career Leader Interview, 2020)

4.71 More generally, a range of staff members, but particularly those in senior leadership positions, drew attention to the benefits of Gatsby in relation to raising the profile of careers education. Whilst more difficult to ascertain why this was the case when pressed, some interviewees did suggest that the reach of the benchmarks and the manner in which their implementation and monitoring drew a range of staff members into the process contributed to raising the awareness and profile of careers education.

‘The Gatsby benchmarks will give careers education a status in schools — its importance cannot be ignored. For example, in my schooling I didn’t have any careers guidance. I feel if I have had this, my options would have been greater.’ (Survey Response, 2020)

‘The benchmarks have enabled me to frame and embed the new careers education that has been drawn up for the school. It has allowed staff to identify ways that they can contribute to the pupils’ careers education throughout the key stages. I feel pupils are able to see more value in the skills they are refining in school, regardless of the subject.’ (Survey Response, 2020)

4.72 A further and somewhat common comment amongst some interviewees and survey respondents was that the benchmarks, and the creation of the Career Leader role in particular, had created more accountability for the provision of careers education within schools.

4.73 Finally, and somewhat related to previous points, the benchmarks are believed by some to have given a clearer notion of ‘what good looks like’. This suggests that they are capable of increasing the confidence of school staff in their own efforts to provide careers education.

'The Gatsby Benchmarks give a clear framework for what "good" careers education looks like. They have also increased the profile within schools to the extent that careers education is no longer an afterthought and it has started to become engrained within the daily teaching of lessons across all subjects.'

(Survey Respondent, 2020)

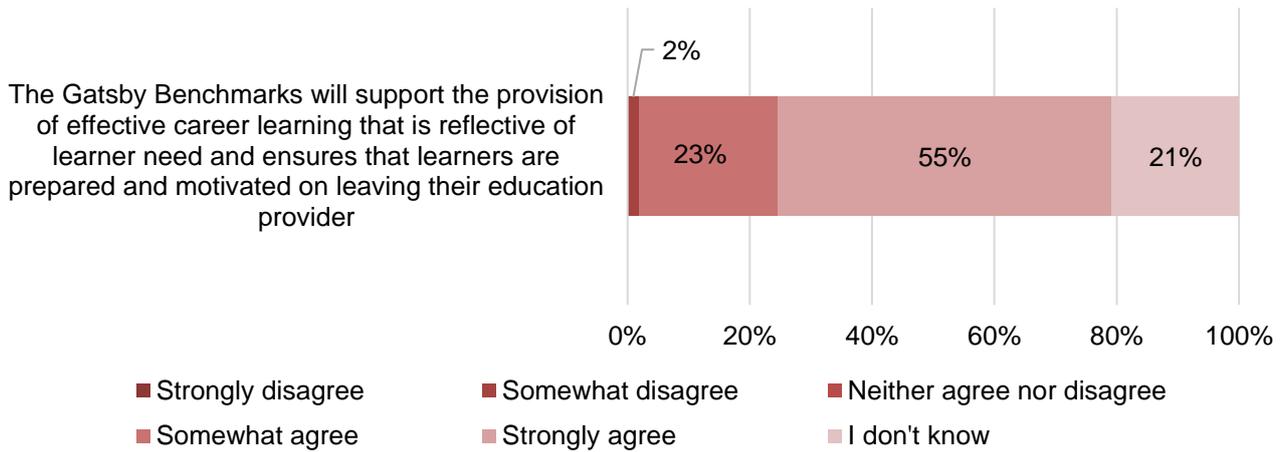
4.74 A few interviewees also suggested that if the Gatsby Benchmarks continue to be rolled out, the formal benchmarks will continue to provide schools and colleges with consistent and clear measures and targets, highlighting to staff the level at which their career learning should be. A greater focus on careers education was thought to be a further key factor that might stimulate engagement with and the impact of the benchmarks.

'Definitely, it's still a Pilot. If it gets bigger and is rolled out, especially if they become part of the inspection. It's really hard to achieve all of them. But even if you only hit some of them, you're still pushing more careers activities than you used to. Because you can look at these benchmarks, you can know what things you need to put in place.'

(Career Leader Interview, 2020)

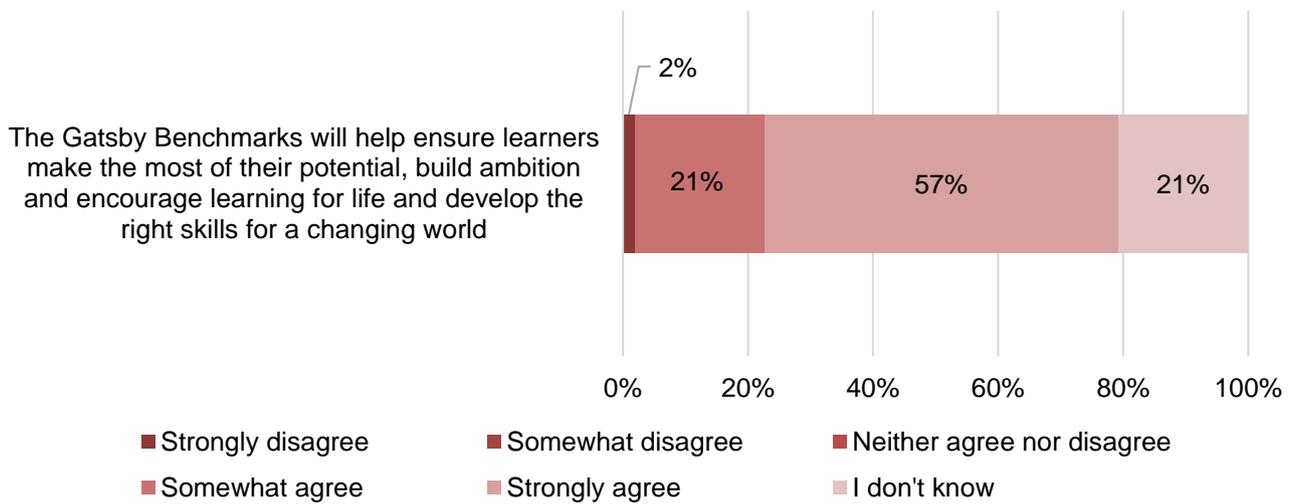
4.75 The survey also explored the possible future impact of the programme, receiving positive responses from the majority of respondents, alongside a notable minority who did not know. Figures 4.6–4.9 below indicate that around three quarters of respondents believed that the benchmarks would support the provision of effective career learning, would ensure that learners make the most of their potential, and will complement careers education following the introduction of the Curriculum for Wales. Furthermore, around two thirds believed that the benchmarks will add value to CWW/CWRE. Meanwhile, about one fifth of responses indicated that they did not know, with the majority coming from respondents who had also noted that they had not been involved in the delivery of the Gatsby programme. Only one individual responded negatively to the statements, but provided no details in follow-up questions.

Figure 4.6: Future impact (1)



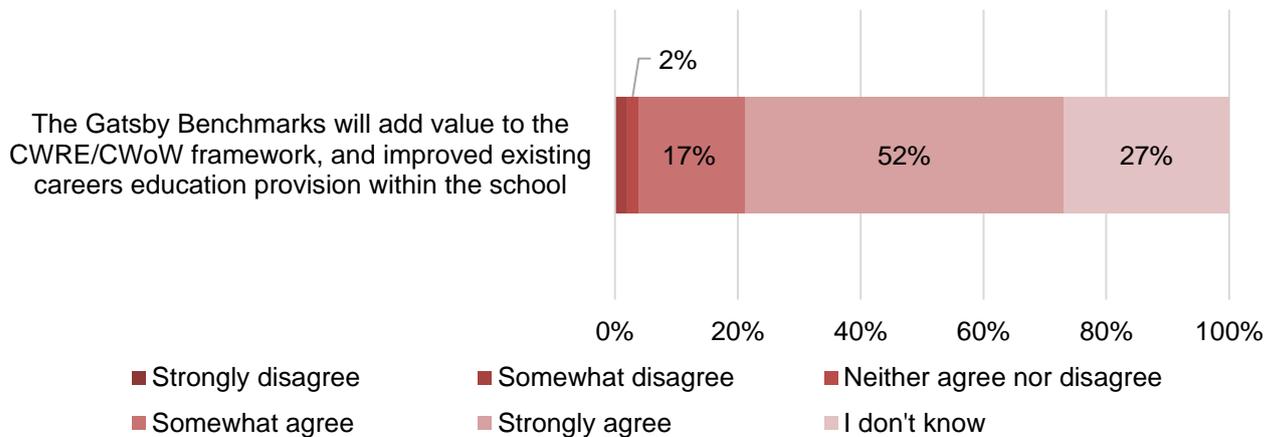
N=54

Figure 4.7: Future impact (2)



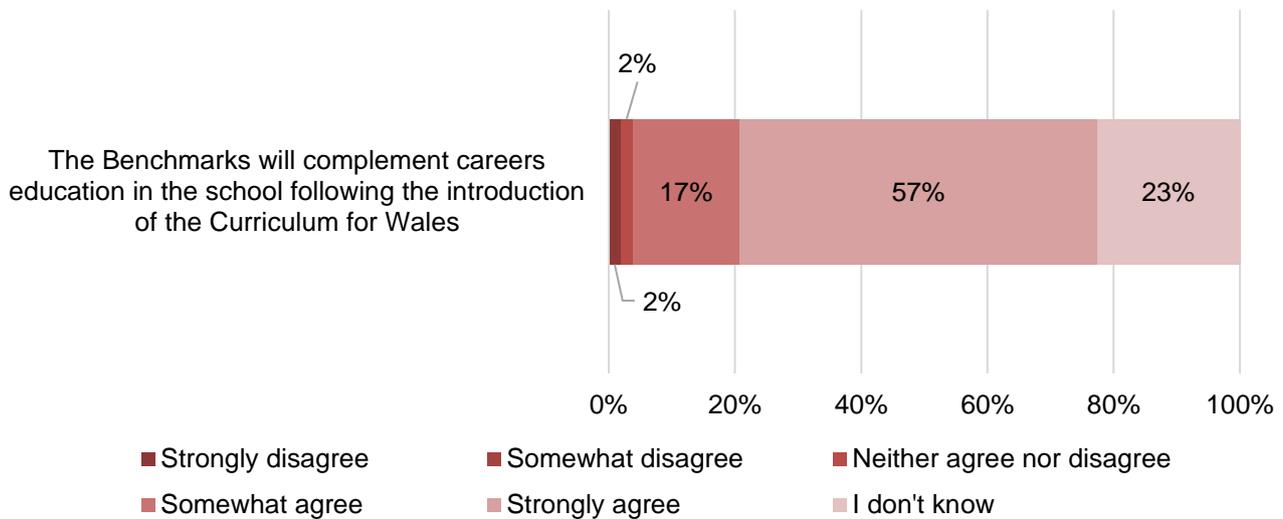
N=54

Figure 4.8: Future impact (3)



N=54

Figure 4.9: Future impact (4)



N=54

4.76 The limitations of a self-selective sample must be kept in mind, and that the survey is neither representative of the workforces of the schools surveyed nor generalisable to a wider population of schools/teachers. Nonetheless, there is a strong tendency for teachers who have been involved in the delivery of the Gatsby benchmarks to believe that the Gatsby benchmarks will impact positively on a range of aspects in relation to careers education in the future.

Challenges

4.77 When asked to consider the challenges to the implementation and establishment of the Gatsby Benchmarks, Career Leader interviewees — approximately half of those who answered the question — most commonly suggested that the biggest challenge that they faced was that of establishing the benchmarks in an integrated and 'whole-school' fashion, as well as the (lack of) resources available to do so. This, they suggested, was the result of variable teacher and parent buy-in, and the time available to date to develop an integrated approach. The resource challenge was perceived to be exacerbated in educational organisations with a large number of learners (see 4.69 below on ensuring consistency of experience).

4.78 Around half of interviewees also suggested that a key challenge lay in ensuring consistency with regard to the delivery of the benchmarks within and across schools. Furthermore, concerns relating to the implementation of the benchmarks were raised in interviews with wider stakeholders, and specific aspects such as the comparability of the audits across schools were noted as being key questions. In other words, are 'green' aspects on an audit for one school the same as 'green'

aspects for another school? Without more detailed research into individual schools, this was not possible to ascertain, particularly given the lack of access to schools during the COVID-19 outbreak. Ultimately, concerns led to the conclusion that the programme manager and/or auditor is a key position in ensuring consistency of delivery.

‘I sense that the audit is being interpreted differently across schools. There is one school that is constantly being described as doing really well, but then there is another which is never mentioned but then in its audit it is marked as green throughout. With the English schools there are very, very few that get green throughout. I think the consistency and degree to which they are providing evidence against the benchmarks is a bit of a question mark for me.’

(Stakeholder Interview, 2020).

- 4.79 In some cases, interviewees also suggested that they have experienced difficulties in ensuring a consistency of experience for learners. This was particularly pertinent with regard to where large numbers of learners are expected to receive a particular experience in order to satisfy a benchmark. There are currently no means of ensuring that each learner receives similar experiences unless they are all engaged in exactly the same activity, in which case, tailoring experiences to the individual can be very difficult. This issue is particularly pertinent to larger schools. With benchmarks requiring 90+ per cent of learners to experience particular activities, the actual numbers pose a particular challenge in such schools. It was even suggested at times that ‘hitting the target’ could be prioritised over the quality and depth of the experience itself.
- 4.80 A common challenge facing Career Leaders was their ability to demonstrate and note evidence of impact, which was largely brought to light when they were pressed to do so. Career Leaders believed that it would be difficult to establish and evidence direct causal links between the interventions in relation to the benchmarks and changing attitudes, destinations or attainment, particularly with regard to individual learners.
- 4.81 Two interviewees also suggested that external factors over which they have a lack of control could also be challenging. As might be expected, one interviewee suggested that the current COVID-19 pandemic was a challenge for their educational organisation in general, whilst another suggested that new types of jobs into which their younger learners would go do not currently exist.

4.82 A further challenge that was raised by both interview and survey respondents, as well as stakeholders, was the need to ensure trained and capable staff in key positions. The importance of the Career Leader position in particular emerged as being a pivotal role in driving the development and establishment of the benchmarks. Moreover, the support received from the programme manager centrally was of particular importance, leading many respondents to suggest that the role had to be (and was at present) occupied by a skilled and experienced individual or team. When asked to consider a situation in which the programme was rolled out nationally, differing opinions were expressed by stakeholders with regard to the type of arrangement or structure required in order to support schools. However, the experiences and learning of the current programme manager would prove to be valuable in informing future decisions.

‘For the benchmarks to be effective it is crucial to appoint the correct staff members into the key posts [i.e. Careers Leaders]. These individuals then need to be afforded the time that this role requires in order to undertake them effectively.’ (Survey Respondent, 2020)

4.83 A few respondents also noted that the implementation and delivery of the benchmarks created a need to continually invest staff time and effort. Labour market information was a particular aspect of the benchmarks that would, if the approach were maintained, require continual updating and research.

‘The information regarding the labour market is ever changing. Time and effort needs to be put into constantly keep students up to date. For example, our team’s research will result in the team delivering different information after the current pandemic. Research is key to providing the best-possible information.’ (Survey Respondent, 2020)

4.84 Finally, other challenges which fewer interviewees or survey respondents identified included:

- A lack of confidence in sharing and using personal details whilst complying with GDPR requirements, particularly in relation to sharing pupil records for Benchmark 2.
- How including and engaging with parents about the benchmarks could prove to be challenging.
- Scheduling career learning within timetables.
- Ensuring that there were resources with which to alleviate the burden on teachers.

4.85 To alleviate current challenges, interviewees suggested that more time was required in order to establish the Pilot and familiarise themselves and other staff with the challenges and develop responses. Other suggestions that a minority of interviewees highlighted were:

- Greater resource (both time and financial resources for supply cover) provision to support the Gatsby Benchmarks,
- Formalisation and standardisation of approaches to evidence gathering,
- More support for teachers to train and develop Career Leader skills, and
- Specific SEN support that would align with the Gatsby Benchmarks.

Fit with wider career offer

4.86 The majority of Career Leader interviewees suggested that the Gatsby Benchmarking Pilot formalised the career learning that they previously had on offer at their school/college. The benchmarks had not only helped to map provision and develop knowledge of what the organisation were offering and what they could develop, but also helped to distinguish the school/college remit and the Careers Wales remit, enabling the former to focus on developing its provision without fear of overlap with the latter. Moreover, some noted that the benchmarks and the associated clarity facilitated a better working relationship with Careers Wales.

‘I think we’re fortunate that we have Careers Wales, but with the cuts I don’t think people knew what advisers were doing in the schools. It’s not their fault. I just think Gatsby has helped with sorting out accountability and remits. A lot of the schools didn’t know who the careers advisers were in schools.’ (Career Leader Interview, 2020)

4.87 Generally, interviewees suggested that the Gatsby Benchmarking Pilot fits well and complements the CWW framework as well as Careers Wales’ provision. These comments were associated with previous points relating to mapping out the provision within schools and enabling the Career Leader and/or SLT to identify areas for further development, with the added confidence of ‘what good looks like’. Approximately half of the Career Leaders interviewed suggested that the Pilot has allowed schools to strengthen their offer, effectively enabling them to deliver more of what is expected through the framework.

4.88 A few interviewees went further and suggested either that the CWW framework was little more than an occasional reference point or that prior to the Pilot, careers education had been underdeveloped within their school. Interviewees in these cases suggested that career activities were limited and only on offer at particular times throughout the year, e.g. during a specified career day.

‘It didn’t complement, as there wasn’t much going on. [The Pilot] bolstered it. Like I said, there were little bits but nothing major going on. It gave us something out of the box that didn’t have a full stop. We weren’t sure how to address the issue before now. We were able to integrate [careers education] into what we were already doing in group sessions. It was a fresh start.’ (Career Leader Interview, 2020)

4.89 A few others suggested that the Gatsby Benchmarks offered more than Careers Wales could offer, due to the nature of schools’ continuous engagement with learners.

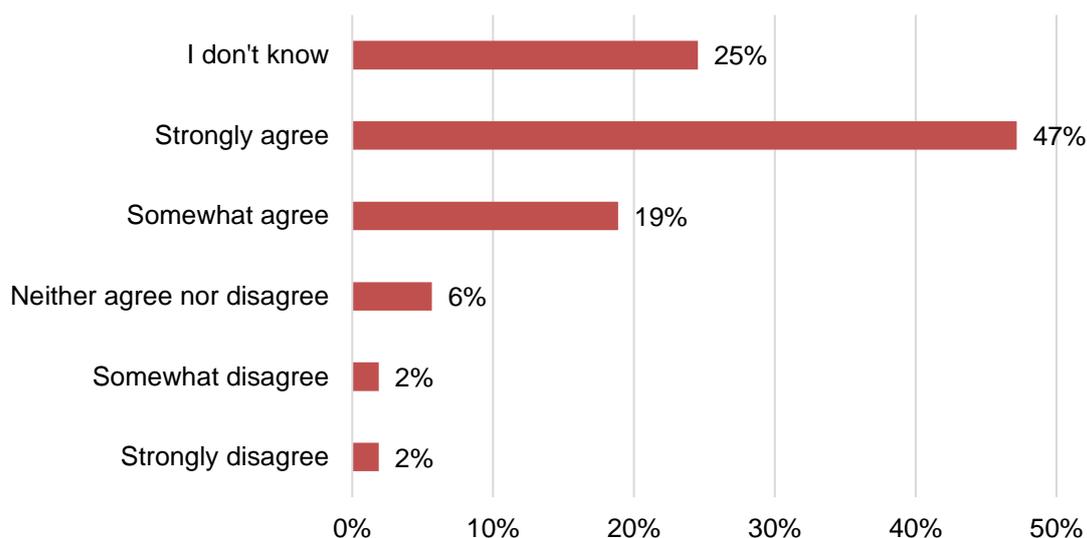
‘I think it really does [fit with the wider careers education framework and services]. There was some good stuff going on but it just goes a little bit further with regards to a detailed programme of what need to be done. The interesting one with Careers Wales is they have advisers available for schools but they don’t work there, so there can be a bit of a disconnect. For this, schools need to step up to the next level, especially with regards to evidencing changes.’ (Career Leader Interview, 2020)

4.90 A few interviewees queried whether there was duplication of Careers Wales responsibilities, however, whilst a few others asked whether the Careers Wales provision could more explicitly support the delivery of the benchmarks.

4.91 Many Career Leaders were also of the view that the audit of the Gatsby Pilot overlapped with that of the Careers Wales Mark.

4.92 Figure 4.10 below presents survey responses to the statement that the benchmarks have added to the CWW framework. The data suggests that with regard to existing impact, only 4% disagreed with the statement, whilst almost two thirds (66%) agreed. One quarter (25%) did not know, the majority of whom were not involved in the delivery of the Pilot.

Figure 4.10: The Gatsby Benchmarks have added value to the CWW framework



N=54

Curriculum for Wales

4.93 A further consideration that both interviewees and survey respondents were asked to make was the compatibility or alignment with the Curriculum for Wales. More specifically, the consideration was concerned with the extent to which delivery of the curriculum and that of Gatsby would complement and add value to each other.

4.94 The majority of interviewees found the questions relating to the curriculum to be more challenging, and were keen to emphasise that schools were (at best) pioneering or beginning their provision of the new curriculum. However, the majority agreed that the benchmarks will complement the new curriculum, particularly if they are effectively integrated within schools.

‘It’s about making it work now. As long as it’s in a school development plan, it should still work, as long as it’s everybody’s duty to provide valuable advice to pupils. The major thing is the embeddedness of it.’ (Career Leader Interview, 2020)

4.95 A few interviewees also suggested that it was very good timing to introduce both changes at similar times. One interviewee stated:

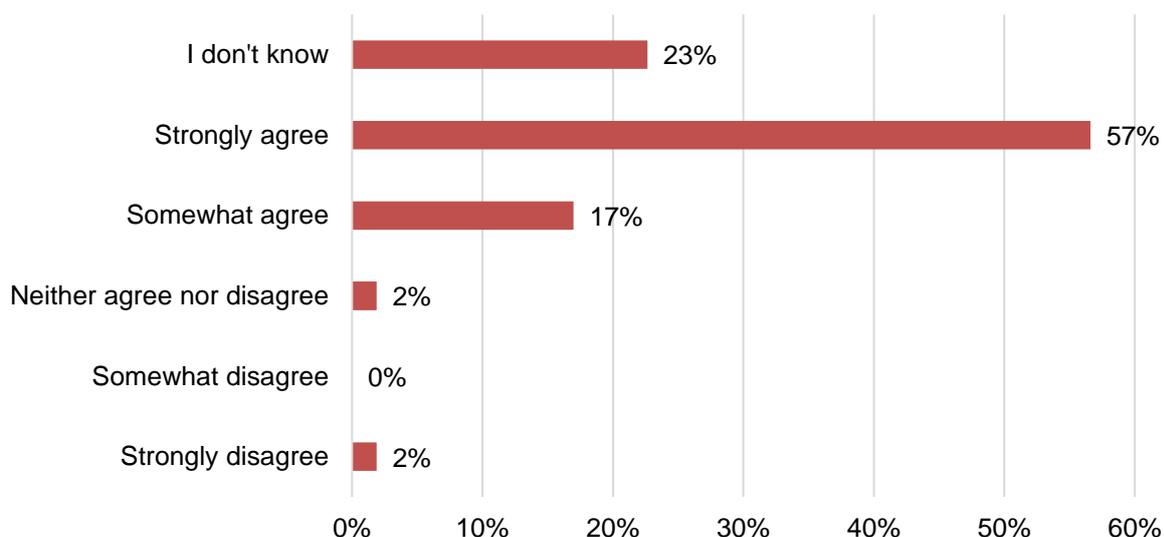
‘Definitely, it’s a good time for this to come in, because as we move into the new curriculum, it can be seen as being part of that and you can push careers through faculties. Through the old curriculum it would’ve been harder to push through the faculties.’ (Career Leader Interview, 2020)

4.96 This was supported by the remarks made by survey respondents who suggested that the rationale of the Gatsby Benchmarks sat well alongside the four purposes of the new curriculum.

‘The new curriculum emphasises the need to foster capable and ambitious learners, with an emphasis on experiences. The benchmarks emphasise to young people why they are studying particular topics in school and how these topics are relevant to roles in the world of work.’ (Survey Response, 2020)

4.97 Survey respondents were also asked whether they agreed that the benchmarks would complement careers education in the school following the introduction of the Curriculum for Wales. Responses strongly suggest that they did see the benchmarks complementing careers education alongside the new curriculum, with almost three quarters (74%) suggesting that they did. Almost one quarter (23%) did not know (the majority of those had not delivered the Pilot), whilst only 2% disagreed (one response).

Figure 4.11: The Benchmarks will complement careers education in the school following the introduction of the Curriculum for Wales



N=53

5. Conclusions

5.1 The data presented in the previous chapter suggests that all Career Leaders and the majority of the survey respondents were generally positive about the implementation, impact and value of the Gatsby Benchmarks. The benchmarks were thought to be a means of developing and adding value to careers education provision in Welsh schools, as well as securing a positive impact on learners' awareness of career pathways and, ultimately, their destinations.

5.2 The conclusions are structured in relation to the key research questions identified with the Welsh Government and stakeholders during the scoping phases of the evaluation.

Do schools see value in the Gatsby Benchmarking process?

5.3 Career Leaders as well as wider staff, including SLTs, are already identifying with the rationale and logic of the benchmarks, a key factor in enabling the successful implementation of the approach in the views of stakeholders. There was widespread agreement and alignment with the rationale, whilst a number of responses were already looking at the benchmarks and the associated development of careers education through the prism of the new curriculum, with the former complementing the delivery of the latter. The role of the Career Leader was well integrated into the majority of schools, and clear accountability had been generated as a result, alongside the leadership provided by the role.

5.4 There were suggestions, however, that securing buy-in from wider staff members, such as teachers, as well as parents continued to be an ongoing process. Considering the role that teachers play in the delivery of some of the benchmarks, and in embedding careers education into the curriculum, Career Leaders may require support in securing such wider buy-in. Middle management or departmental/faculty heads were sometimes identified as being key facilitators and enablers of this process. There was some concern in relation to how parents' buy-in could be secured, but no possible solutions or good practice offered.

5.5 A further concern, possibly linked to the previous issue, was the view in a minority of schools that the Career Leader held responsibility for all careers education and, consequently, absolved wider staff members from delivering the benchmarks and careers education. Whilst potentially an issue confined to the implementation phase,

it presents a barrier to the effective delivery of the benchmarks, an issue that will doubtlessly be explored in the final report.

How effective are the monitoring processes in tracking progress and supporting you to establish and develop the Benchmarks?

- 5.6 The majority of respondents were satisfied with the monitoring processes, particularly the Career Leaders. Moreover, the monitoring and auditing process was commonly thought to add value to the management of schools. In mapping provision, Career Leaders and SLTs were able to better understand and identify gaps in provision and confidently identify what further developments were needed.
- 5.7 Career Leaders had faced challenges in evidencing impact in some instances, however, particularly on the individual level and in identifying causal links between the benchmarks, careers education provision, and changes in an individual learner's awareness of career pathways, attainment, or destination.
- 5.8 Moreover, in evidencing progress towards delivering the benchmarks, some respondents suggested a degree of overlap with evidencing of the Careers Wales Mark. Whilst not an appropriate recommendation for supporting a Pilot, any further rollout or expansion of the Gatsby Benchmarking approach should consider and explore ways of limiting overlap or duplication of evidencing.
- 5.9 Stakeholders and Career Leaders also expressed concern in relation to the consistency of evidence across schools, i.e. the comparability of the audits, and that a red category in one school may not represent the same as a red category in another.

Are schools effectively implementing the Benchmarks?

- 5.10 As expected at an interim stage, the benchmarks were considered to be only partly implemented. As such, all consideration of impacts and challenges being faced should be understood within this context, and that Career Leaders are still in the process of developing effective implementation plans and actions. Nonetheless, two key considerations emerge for the programme management and the policy personnel with respect to the viability of the approach. Firstly, the seed fund was commonly used to buy cover for the Career Leader to develop and implement the benchmarks. Time was commonly seen to be a key resource, and freeing an individual to devote time to effective implementation was considered to be key.

- 5.11 Secondly, the fund was also used for supporting delivery, arranging events and trips and supporting external engagement activities. As a seed fund, available only during the first year, this expense is not sustainable. Furthermore, the expenditure jeopardises the extent to which the activities and impacts of the first year of delivery can be considered generalisable. In other words, the additional expenditure does not represent a 'normal' suite of activities to support the benchmarks.
- 5.12 Respondents also noted that, particularly in delivering activities to large cohorts of learners, in order to satisfy output targets related to the audit, there was some suggestion that the quality of the activity and the extent to which it was tailored and relevant to every individual were secondary to securing the target. Moreover, in capturing output or activity data, e.g. attendance figures at external engagement events, the monitoring data was failing to adequately capture the impact of such events upon learners.
- 5.13 Progress in relation to three Benchmarks was slower than progress with regard to the others. Benchmarks 2 (Learning from career and labour market information) and 4 (Linking curriculum learning to careers) were thought to lag due to the challenges of evidencing and ensuring that 91% of learners (the target) receive meaningful provision. Mainstreaming careers education into the curriculum was also thought to take longer to achieve. Meanwhile, Benchmark 5 was thought to be particularly challenging for schools in which there was no legacy work experience scheme in place.
- 5.14 The training offered by Careers Wales was undertaken in full by only a minority of Career Leaders. The majority questioned the relevance or value of the training. This suggestion may be a justification for not completing the training, sitting alongside an equally widely held belief that the training was too difficult. The suggestion contrasts with the views of the very few who did complete the training, and who derived significant benefit from what was learned, applying the knowledge in their Career Leader role. A key associated issue may be that leading careers education was not a career pathway that many teachers considered, but rather only a responsibility that was passed between teachers every few years. Consequently, a qualification in the field did not appeal or represent a means of career development. Whilst not a recommendation for the Pilot programme, any potential rollout of the benchmarks should consider ways in which to incentivise and promote the role of leading careers education and, by association, the training and qualification that support such a role.

5.15 Finally, many respondents spoke of the value that they placed in the support and guidance of the programme manager. Whilst reflecting favourably on the role of the programme manager in the Pilot, there are clear implications for any rollout or expansion of the Pilot scheme, namely that the support provided by the programme manager role is key to ensuring the levels of implementation that schools have achieved to date. It is likely that similar levels of support would be required in the case of any rollout or expansion of the scheme.

What impact are the Benchmarks having upon careers education, learners, schools, and stakeholders?

5.16 Respondents were positive with regard to the impact that the benchmarks have had, and more positive regarding the impact that they will have in the future following further and 'deeper' implementation. Career Leaders, echoed by survey respondents, were of the view that the benchmarks had helped to provide consistent and effective career learning, more reflective of learner need than of previous provision. What is more, respondents were of the view that the benchmarks would support learners by preparing and motivating them as they progress along a career pathway.

5.17 However, concerns were raised with regard to the ability to evidence and demonstrate — on an individual level — that the benchmarks ensure that learners make the most of their potential, build ambition and encourage learning for life, and develop the right skills for a changing world. Whilst cohort comparisons may indicate the impact in these areas, as well as attainment, evidencing causal links between the benchmarks, careers education provision, and changes in an individual learner's awareness of career pathways, attainment or destination was likely to prove to be a challenge.

5.18 More specifically, the benchmarks are believed to have encouraged activities that set a chain of impacts in motion. This chain could be compared to a behavioural change model that begins with raising awareness and sets in motion a chain of consequences that ultimately lead to the desired impact, which in this case constitutes a change in the destinations of learners. The benchmarks encourage a range of activities and the exposure of learners to a variety of career pathways. This, the most immediate and noticeable impact of the benchmarks, spurs awareness, engagement, and a desire for further and more specific/bespoke career guidance, which the benchmarks are structured to provide through personal

guidance (Benchmark 8) and within the curriculum (Benchmark 4). Engagement and motivation are key aspects that are considered to contribute in the long term to improved attainment. Meanwhile, the destinations of learners are considered to be the final link in the chain, brought about by the improved attainment, enabling progress along a career pathway that is more bespoke or relevant to the individual learner.

- 5.19 Wider impacts were also attributed to the benchmarks. Most notable was the suggestion that the benchmarks enabled careers education provision to challenge gender stereotyping, due to the emphasis on exposure to the workplace and careers. In addition, more consistent and more frequent external engagement encouraged and structured by the benchmarks was thought to promote more meaningful and, consequently, more relevant engagement.
- 5.20 Finally, with regard to schools, Career Leaders, through the monitoring and mapping of provision, as well as through the provision set out by the benchmarks, spoke of gaining confidence in 'what good looks like'. This led Career Leaders and SLT members to note that even if provision of careers education were lacking, they were confident that the benchmarks set out how to improve and develop such provision.

Do the Gatsby Benchmarks 'fit' or have the potential to add value and complement careers provision within the Welsh context?

- 5.21 Career Leaders and the range of respondents to the survey were strongly of the view that the benchmarks supported and added value to the careers provision in Wales. Respondents suggested that the benchmarks supported the CWW framework, not in requiring any specific or new activities but in enabling schools to map, plan and implement provision, all the while being confident about 'what good looks like'. The majority agreed that the benchmarks will complement the new curriculum, particularly if they are effectively integrated within schools. Moreover, respondents indicated that, in aligning with similar core purposes, the benchmarks set out how the curriculum and teaching could support the development of ambitious learners. However, there was recognition of the need to integrate and secure buy-in throughout the schools if the benchmarks were to be integrated into the delivery of the new curriculum.

6. Recommendations

Recommendation 1: Gatsby Benchmarking Pilot management should seek to support Career Leaders in their attempts to secure wider buy-in from teachers and parents. It is believed that departmental/faculty heads can facilitate and enable the former. Furthermore, efforts should be made to share good practice and 'what works' with regard to engaging parents.

Recommendation 2: Gatsby Benchmarking Pilot management should consider facilitating the sharing of good practice in evidencing impact, and should provide support to Career Leaders in order to ensure that robust and consistent data is collected to evidence impact, where possible. A short discussion of possible methods of evidencing impact is included in Annexe B.

Recommendation 3: To support Recommendation 2 and efforts to evidence the impact of activities associated with the benchmarks, management should encourage the capture of data relating to the impact on learners.

Recommendation 4: Unless the 'seed fund' is made available every year, management should discourage its expenditure on delivery in order to avoid distorting what should be expected of a 'typical' year of benchmark-related delivery and impact.

Recommendation 5: The final evaluation of the Pilot scheme should consider the support structures required for effective rollout or expansion of the Pilot scheme.

Recommendation 6: This research has focused, through the tools employed, on the views of Career Leaders and wider school staff. The omission of the views of learners and young people should not be overlooked. It is recommended that the experiences and views of those learners within the Pilot schools also be canvassed.

Recommendation 7: There was very limited data available for this evaluation in relation to Special Schools. The suggestion from that data was that Special Schools may struggle to meet certain targets or that the targets may not be entirely appropriate for the setting and context. Further research is recommended in relation to Special Schools and the appropriateness of the benchmarks in such settings.

Recommendation 8: As detailed in Annexe B, the COVID-19 pandemic and the associated closure of schools to the majority of learners have disrupted the second year of the Pilot. The focus of the first year, meanwhile, was naturally upon the establishment of the benchmarks and the processes relating to provision. Consequently, the final evaluation of the Pilot will not be able to draw on a full year of operation. Therefore, it is recommended that consideration be given to the possibility of extending the Pilot period in some or all schools in order to ensure that adequate and more robust data from a full year of operation

is available for the final evaluation. However, it must be acknowledged that the 2020–2021 academic year may also be disrupted by COVID-19. If an extension is not practical or likely to achieve the desired data, consideration should therefore be given to the findings and learning from the Pilot scheme and evaluation in England, alongside the findings of this and any final report or additional research exploring the Welsh Pilot.

Annexe A

In what way(s) have you been involved with the Gatsby Benchmarking Pilot?

Assist[ing] facilitation of events

Helping to deliver sessions that help the school to reach the Gatsby benchmarks, also providing work-related experiences

Headteacher allocating staff to deliver the Pilot and coordinating governor involvement

Identifying and helping to refer students into the project

Coordinating the careers pathways programme

Mapping across the curriculum

As I support pupils, I had the opportunity to sit in on each session.

Facilitating it[s] use within our sixth-form department

Piloting it in our school

Appointed as Careers Lead for school

Our school became involved with Gatsby in September 2019. We have completed an action plan and activities to support our pupils with career choices.

I am the Careers Leader and have undertaken the audit and action plan.

SLT link for the project

I have been involved as a lead/ambassador within my faculty.

Delivering sessions to Year 6 through to Year 13. These are sessions delivered to the class.

Delivering session to students from 10 years to 18 years around careers and the world of work, linking these into the eight Gatsby benchmarks

Upper-school careers activities: a career weekly session during **registration**, CVs, mock interviews, careers fair

We have created resources for KS3 to use in relation to careers and our subject. We have also made use of the Careers Wales website.

Delivering career-specific lessons

As Careers Lead for the school

I have looked at the planning from the Careers Lead.

Delivery of careers lessons to Geography pupils during whole-school 'Careers Week'

Organising/devising materials/sessions to run **within the** English curriculum area

Line-managing our Gatsby lead

Fully involved in Pilot

The MFL department has delivered careers-based lessons to all KS3 classes.

Career coordinator at the school since we began this project; remodelled the school career programme for KS3–KS5 over the last year or so

Planning and delivering careers-related activities within lessons, and also arranging guest speakers through Big Ideas Wales; this was during Gatsby week in school

I have had to complete questionnaires on how I provide careers education within the school.

Careers week

I have led it in school as part of my role/remit. I have completed all audits and implemented strategies to ensure benchmarks could be met.

Audit, organising events/encounters with employers, arranging workplace visits, attending meetings

School coordinator and SLT link for careers education

Ffair Gyrfaoedd yn y peilot ysgolion cynradd

I was part of the scoping exercise in the initial stages and since then I have designed and delivered a programme which supports schools to make progress towards the benchmarks.

Trialling careers fairs in school

Arwain y prosiect yn yr ysgol.

In what way(s) have/will the Gatsby Benchmarks had/have an impact on pupils' awareness of career pathways?

Knowledge of LMI, soft skill appreciation, and work-related experiences

More in some subjects than others

Knowledge of available options and information about different careers pathways that pupils may not have thought about before

More choices and education around different career pathways

Each child will receive the same careers education, raising aspiration and attainment.

More focused approach to providing opportunities across the school

The active teaching and discussion about various careers has been interesting and beneficial to pupils, as has the opportunities to research careers, courses, and job roles.

It will allow students full knowledge of the current labour market. It will reduce stereotypes of jobs. It will allow students to see the vital link between school and the world of work.

Highlights industry, careers paths, etc., giving young people far more knowledge about what potential careers they could have

Pupils have a focus and relevant pathway and they know exactly how to get there.

A wider knowledge and understanding of how different subjects can help with different career options

Highlights potential different career pathways that may have previously been unconsidered

Makes it more noticeable in all subject areas, as it is embedded in the curriculum

Earlier ideas of different careers; more options for when they leave college; pupils more in charge of their future

More focus given throughout KS3 will allow for increased awareness and engagement in careers.

More awareness of range of options; better understanding of what certain career pathways entail

Career days, fairs

Pupils will be made aware of subject-specific pathways and the full range of options open to them.

Pupils have, over the past year or so, had many more interactions with experts and employers from many career pathways. They have had opportunity to take part in workshops, through events such as careers week, had STEM workshops. Parents have been invited to LMI talks and pupils have had mock job interviews. Teachers have been more confident talking about how their subjects link to future career paths, and pupils have been more open to having discussions with teachers about their aspirations.

Due to the increase in careers events, pupils will be more aware of their future pathways.

Inviting speak[er]s into school to speak about their careers

Wider opportunities for careers to be embedded across the curriculum; greater focus on link between school and the onward journey through the world of education/work

By making sure they have knowledge of all pathways open to them and good advice in helping them make the best decision

Better awareness and clearer structure

Being introduced to options outside of the traditional 'A Levels to university' route. They have been given far more information about apprenticeships of different levels and how these can be viable options.

Raised awareness of opportunities available

In what way(s) have/will the Gatsby Benchmarks had/have an impact on pupils' attainment?

Improve teamwork, research and independent study skills; also improve communication skills

It will inspire pupils, therefore raising attainment.

They have motivated some pupils to put more effort in.

It will focus the students to achieve the job roles they need. They will have the information to work towards these careers. For example, to teach in Wales, students need at least a B in English and Maths. If a student wishes to be a teach[er], this information will allow them to work towards these goals.

Pupils are more focused to get their grades when they have destination in mind.

Some pupils will work harder in a subject if they think it will help them in their future career.

Unknown

Making skills explicit, making them more ambitious

Focus on ESW Entry 3/their accreditation to understand importance of gaining the awards which will open doors for the future

Careers is embedded in our 14–19 curriculum.

Within my subject area, perhaps increasing focus on pathways could instil the need to achieve more highly in the subject to enable access to careers. This could improve attainment.

As stated, pupils will hopefully be more ambitious, aware of what is available to them, and will aspire to achieve.

Pupils will know what qualifications are needed to pursue their career or interest, and strive to reach these grades.

Pupils will hopefully be motivated, as they will have a clear goal and route.

Research has shown the more encounters pupils have with employers improves attainment.

More focus on career path; therefore, more incentive to attain

Annexe B: Discussion of methods for evidencing impact

- 6.1 A frequent and common concern raised by respondents related to the challenges of evidencing impact. This annexe seeks to present further recommendations in relation to collecting data and evidence which will support efforts to demonstrate the impact of the Pilot scheme.
- 6.2 Due to Gatsby being a Pilot scheme with no guarantee that activities will be maintained after the two-year period, practicality is a key consideration. It is not practical to expect staff to undertake detailed, bureaucratic or time-consuming data collection. Management should consider discussing the practicalities of data collection with the programme manager and Career Leaders before implementation.
- 6.3 There are three key areas of impact expected as a consequence of the benchmarks: (a) raising the awareness of careers and career pathways amongst learners, (b) raising the attainment of learners, and (c) impacting the destinations of learners.
- 6.4 Following the analysis of data for this interim evaluation, it is believed that the three areas of impact are best understood as being stages along a causal chain of impacts. This chain, as discussed in the report's conclusions, can be compared to a behavioural change model. The raising of awareness of careers and career pathways will, if successful, set in motion a chain of further impact, leading to learners taking actions that will ultimately result in changes in the destinations of learners.
- 6.5 It may prove to be challenging to evidence the impact in some instances or attribute the impact to the benchmarks and the related activities or events. This will be particularly challenging within the lifespan of the Pilot, given the long-term nature of the impact that the benchmarks are theorised to cause. However, it may be possible to test the theory of the programme — even within a Pilot — by examining data and evidence relating to key junctures along the journey towards changing destinations. Moreover, these key junctures can be examined by drawing on data that focuses on individuals as well as whole cohorts of learners.

- 6.6 The first step of the journey is to raise the awareness of career pathways, which (by definition) are different from or new to what learners already know. Aware of alternative career pathways, learners will then seek more information, tailor their academic and qualification choices and, theoretically, engage more proactively in order to achieve key qualifications needed for their desired career pathway. More engaged, the learners are expected to improve their attainment — at least within key subjects or qualifications. With better attainment records and qualifications, the learners may follow career pathways of their choice, leading, ultimately, to their career destinations of choice.
- 6.7 Raising awareness represents the most immediate and most measurable impact of the benchmarks. This is achieved through a range of activities associated with the benchmarks (most notably, Benchmarks 2, 4, 5, 6 and 8). Evidencing exposure is likely carried out through the audit, meeting specific targets in order to ensure that all learners are exposed to experiences and opportunities to learn about career pathways. Evidencing that the exposure has had an impact can be carried out both subjectively and objectively on individual and cohort-wide levels.
- 6.8 On the individual level, short surveys with a sample of learners following events or activities showcasing and raising awareness of career pathways, or ideally held at the beginning and end of an academic term or year within which such activities or events are held, offer a means of capturing how learners themselves feel about their awareness of career pathways. The surveys can identify key steps along the journey of changing behaviour, from raising awareness to increasing levels of understanding and the confidence with which to take action and, ultimately, relevant action.
- 6.9 If personal guidance (Benchmark 8) is sufficient, survey responses can be linked to notes or remarks by teachers or career advisers in relation to an individual learner's journey and awareness of career pathways.
- 6.10 A consequence of the increased awareness may be an interest from the learners in 'opting in' to events or requests for personal guidance relating to specific career pathways. Notes or remarks by teachers with regard to such expressions of interest, whilst challenging to collate without simple and widely used reporting mechanisms (such as notes on personal records), will further evidence key steps along the journey in relation to raising awareness.

- 6.11 On the cohort level, survey data for entire year groups can be collated and analysed in order to identify trends in awareness raising or in requests for further or specific career guidance.
- 6.12 The second key link in the chain is the raising of attainment, brought about by increased engagement. The link between engagement and attainment is relatively well established within the field of educational research. Consequently, teacher reporting of increased engagement offers evidence of progress towards improving attainment. Attributing improved engagement to the benchmarks and the raised awareness may be achievable on the individual level if adequate notes or reports are available. The linking of teacher reporting on learner development to career awareness is likely to be a long-term step towards evidencing the impact of the benchmarks.
- 6.13 However, attainment can be evidenced at key stages, or through Incerts data⁷ or similar attainment-monitoring methods employed by teaching staff. This data can offer insight on the individual level, but can be more likely and more easily anonymised on the cohort level. Again, linking raised attainment directly and explicitly to the benchmarks and the raising of awareness is unlikely. But combined with notes or reports from teachers on the individual level and/or case studies of learners, key steps along the journey can be shown to be in operation (or otherwise).
- 6.14 Finally, changing destinations is likely to be best evidenced through comparisons of school leaver data. This will be most likely and easily done through comparisons of data from the destinations survey.⁸
- 6.15 However, given that the benchmarks have taken some time to become (and in some cases are still being) established within schools, combined with the impact that COVID-19 has had upon the delivery of activities and events related to the benchmarks, it is unlikely that any cohort has experienced a full year of operation. Management may wish to consider the need for an extension of the Pilot in order to enable the final evaluation of the Gatsby Benchmarking Pilot to be able to explore the impact of a full year of operation.

⁷ Incerts is a commonly used tool for inputting and monitoring attainment data for individual learners. More information is available here: <http://www.assessmentfoundation.org/about-incerts.html>. Other tools are available.

⁸ <http://destinations.careerswales.com/>

- 6.16 Case studies can also be seen to be opportunities to document the ‘story’ of an individual’s journey. Whilst relatively isolated and difficult to generalise, an individual’s journey can, nonetheless, build and support a picture of the impact that an intervention is having. Case studies may, for example, be collected through a series of short videos (documenting specific interventions or activities) shot on smartphones during or following activities or at the end of an academic year, exploring several steps along the journey from raising awareness to implementing change and improving attainment.
- 6.17 With the workload in relation to the implementation of the benchmarks likely to diminish during the second year of the Pilot, coupled with the existing knowledge of the programme, the Career Leader emerges as being a key role that may adopt responsibility for evidencing impact.
- 6.18 A key aspect of evidencing the impact will be consistency. Management should consider developing a common set of tools with which to support (likely) Career Leaders in the task of collecting evidence, e.g. a single, common survey for learners. Common tools can collect comparable data across schools, enabling a more nuanced and generalisable conclusion regarding the impact of the benchmarks.
- 6.19 Management may also wish to consider developing simple, ‘distance travelled tools’, or a ‘star system’ that indicates key steps being taken by individual learners along the theorised journey. Interventions with which to support learners at risk of becoming NEET and Careers Wales have similar tools in use for existing programmes and may represent useful comparisons. These tools could be structured around a Kirkpatrick Model,⁹ or similar model, that seeks to identify and evidence key steps relating to knowledge acquisition and behavioural change.
- 6.20 Finally, the audit itself leads to the collection of data, particularly quantitative data, that can itself be presented as evidence of impact. An increase in the number of work experiences undertaken, for example, could be an indicator of impact, as well as being recorded against the relevant benchmark.

⁹ <https://www.kirkpatrickpartners.com/>

Annexe C: Benchmark audits

	School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	School 9	School 10	School 11	School 12	School 13	School 14	Progress made	On or above	No progress
Benchmark 1 (11)																	
Structured careers programme																	
Audit 1	36%	18%	45%	18%	18%	18%	64%	9%	0%	0%	9%	18%	9%	18%			
Audit 2	55%	45%	73%	45%	18%	18%	100%	18%	9%	54%	54%	54%	55%	36%	71%	14%	14%
Target	100%	100%	100%	100%	100%	54%	100%	50%	30%	50%	60%	60%	60%	60%			
Benchmark 2 (9)																	
Impartial guidance for years 8 - 13																	
Audit 1	44%	22%	44%	77%	11%	33%	44%	67%	0%	33%	33%	11%	22%	22%			
Audit 2	44%	55%	44%	77%	11%	44%	100%	44%	0%	44%	33%	44%	33%	66%	36%	14%	50%
Target	66%	66%	77%	100%	100%	66%	100%	80%	20%	70%	66%	100%	45%	66%			
Benchmark 3 (10)																	
Careers programme actively raises aspiration																	
Audit 1	30%	40%	60%	60%	10%	20%	90%	90%	20%	20%	30%	0%	20%	50%			
Audit 2	30%	70%	60%	60%	10%	50%	100%	90%	70%	30%	90%	30%	50%	90%	36%	36%	29%
Target	45%	63%	100%	100%	27%	72%	100%	Maintain	50%	90%	90%	90%	100%	100%			
Benchmark 4 (6)																	
All teachers link curriculum to careers																	
Audit 1	17%	100%	67%	67%	50%	0%	100%	67%	0%	50%	17%	0%	33%	33%			
Audit 2	17%	100%	83%	67%	17%	0%	100%	67%	0%	50%	50%	67%	83%	50%	36%	29%	36%
Target	75%	Maintain	100%	100%	100%	50%	Maintain	Maintain	20%	100%	50%	100%	100%	80%			
Benchmark 5																	
All pupils have opportunities to learn from multiple employers																	
Audit 1	20%	20%	100%	40%	50%	0%	100%	100%	0%	60%	0%	20%	0%	0%			
Audit 2	20%	20%	100%	40%	20%	0%	100%	100%	50%	100%	0%	100%	60%	60%	7%	43%	50%
Target	100%	100%	Maintain	100%	100%	50%	Maintain	Maintain	50%	100%	50%	100%	100%	50%			
Benchmark 6																	
Experiences of the workplace																	
Audit 1	33%	67%	33%	0%	33%	0%	100%	100%	0%	100%	67%	33%	0%	66%			
Audit 2	66%	67%	33%	0%	0%	0%	100%	100%	0%	100%	67%	67%	67%	66%	7%	36%	57%
Target	66%	100%	100%	TBC	100%	TBC	Maintain	Maintain	50%	Maintain	100%	100%	67%	100%			
Benchmark 7																	
All pupils understand full range of learning opportunities																	
Audit 1	100%	67%	0%	33%	50%	33%	100%	100%	0%	67%	67%	66%	67%	0%			
Audit 2	100%	67%	0%	33%	50%	66%	100%	100%	66%	100%	67%	100%	67%	33%	14%	43%	43%
Target	Maintain	100%	100%	100%	100%	100%	Maintain	Maintain	50%	100%	100%	100%	100%	50%			
Benchmark 8 (5)																	
One to one impartial career interviews																	
Audit 1	100%	0%	0%	100%	50%	60%	40%	20%	20%	60%	60%	100%	0%	100%			
Audit 2	100%	20%	20%	100%	50%	60%	100%	20%	75%	80%	60%	100%	0%	100%	21%	43%	36%
Target	Maintain	50%	50%	Maintain	100%	100%	100%	70%	50%	100%	100%	Maintain	Improve	Maintain			

