

sHodge Hill College regularly measures and assesses its career programme against the Gatsby Career Benchmarks. These benchmarks found below, are a set of benchmarks which Hodge Hill College use as a framework for improving career provision.

The 8 benchmarks;

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

Hodge Hill College also uses questionnaires and surveys as a means of evaluating certain events that take place throughout the school year. This questionnaire has been adapted from the Future Skills Questionnaire as provided by Careers & Enterprise Company (see Appendix 1).

Depending on the purpose of the event a set of questions may be used rather than the whole questionnaire. The set of questions are used before and after an activity as there are a set of questions called; 'How have you changed' which enables us to compare data and changes. After the questions are answered, there is an analytical approach such as;

1. Calculating the mean average score for each skill area (career readiness, effectiveness, each of the essential skills) and compare the means for the pre-activity and post-activity questionnaires to identify the level of improvement.

Example: The mean average score for career readiness increased from 2.8 to 3.9.

2. Comparing the responses to each question in the pre-activity and post-activity questionnaires. This gives you a more detailed insight on where skills have changed.
Example: The percentage agreeing or strongly agreeing 'I can help others be creative' increased from 57% to 69%.

The questionnaire is planned to be done before and after the following events;

- a) Year 11 Further Education & Apprenticeship Careers
- b) Year 10 Work Experience
- c) Year 10 Mock Interview Day
- d) Guest Speakers for all Year Groups
- e) Transferable Skill Workshops for all Year Groups
- f) Further and Higher Education Visits for all Year Groups

Examples of the feedback are available upon request. All aspects of the careers programme are then adjusted accordingly based on the feedback.

Signed: Mr J. Patel (Careers Leader) _____
Mrs Herrmann (Headteacher) _____

Next Review: [January 2022]

Appendix 1

Future Skills Questionnaire

This questionnaire asks you to think about the skills you are developing that help to prepare you for work in the future. You may be asked to complete the questionnaire more than once so that you and others can see how your skills are improving as you take part in different activities that relate to these skills. Please think about each question carefully before you answer. There are no right or wrong answers. Thank you for taking part.

About You

What is your name? _____

What year group are you in? _____

How you have changed?

How far do you agree or disagree that the activity has had the following results?	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I am more aware of different careers	1	2	3	4	5
I have more ideas about my future career	1	2	3	4	5
I am clearer about what I need to do to achieve my ambitions	1	2	3	4	5
I know more people who can help me to achieve my ambitions	1	2	3	4	5
I am more motivated to work hard at school/college	1	2	3	4	5
I would recommend the activity to other young people	1	2	3	4	5

Career readiness

How far do you agree that the following statements describe you?

I can decide what my ideal job would be

I don't agree I slightly agree I somewhat agree I mostly agree I completely agree

1 2 3 4 5

I can choose a career that will allow me to live the life that I want to lead

1 2 3 4 5

I can assess my strengths and weaknesses

1 2 3 4 5

I can decide what is most important to me in my working life

1 2 3 4 5

I can choose a career that fits with what I am good at

1 2 3 4 5

I can make a plan of my goals for the next five years

1 2 3 4 5

I have thought about whether university is right for me

1 2 3 4 5

I have thought about whether moving straight to work after school is right for me

1 2 3 4 5

I can write a good C.V.

1 2 3 4 5

I have thought about whether an apprenticeship is right for me

1 2 3 4 5

I have thought about whether further education or sixth form college is right for me

1 2 3 4 5

How the school measures and assesses the impact of the careers programme on pupils?



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I can find information online about jobs I am interested in

1 2 3 4 5

I can seek help and support with my future education and career when I need it

1 2 3 4 5

I can find out information about colleges and universities

1 2 3 4 5

I will be successful at job interviews

1 2 3 4 5

I will be able to change jobs if I don't like the one I have in the future

1 2 3 4 5

Effectiveness

How far do you agree that the following statements describe you?

Not at all true A little true Pretty much true Very true

I can work out my problems

1 2 3 4

I can do most things if I try

1 2 3 4

There are many things that I do well

1 2 3 4

I understand my moods and feelings

1 2 3 4

I understand why I do what I do

1 2 3 4

When I do not understand something, I ask the teacher again and again until I understand

1 2 3 4

I try to answer all the questions asked in class

1 2 3 4

How the school measures and assesses the impact of the careers programme on pupils?



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When I try to solve a maths problem, I will not stop until I find a final solution

1

2

3

4

Essential skills

How far do you agree that the following statements describe you?	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Listening					
I can pay attention to someone talking for 10 minutes	1	2	3	4	5
I can understand how someone uses language and tone to make their point	1	2	3	4	5
I can ask questions to check I understand what someone has said	1	2	3	4	5
Presenting					
I am confident speaking to a small group of people I know about a topic	1	2	3	4	5
I can give a formal presentation about a topic	1	2	3	4	5
I can change the way I say things depending on the audience	1	2	3	4	5
Problem solving					
I can carry out research to help solve a problem	1	2	3	4	5
I can see the pros and cons of different solutions to a problem	1	2	3	4	5
I can identify problems on my own without help	1	2	3	4	5
Creativity					
I can use my imagination to complete a task	1	2	3	4	5
I can explain how I come up with ideas	1	2	3	4	5
I can help others be creative	1	2	3	4	5
Staying positive					
I can make the best out of a difficult situation	1	2	3	4	5
I can learn from my mistakes	1	2	3	4	5

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Aiming High					
I can set my own goals	1	2	3	4	5
I know which skills I need to improve	1	2	3	4	5
Leadership					
I am happy to be the leader in the team	1	2	3	4	5
I can usually get people to work together in a team	1	2	3	4	5
Teamwork					
I can work well with others in a team	1	2	3	4	5
In teamwork, I encourage others to share ideas	1	2	3	4	5