

EVALUATING THE LEGACY CAREERS PROJECT



“Today helped me broaden my horizons and if I
put my mind to it the possibilities are endless.”

Student, St Angela's Ursuline School

**JOHN MARRIOTT
DR. TRISTRAM HOOLEY**

International Centre for
Guidance Studies

AUTHORS

John Marriott
Tristram Hooley

Published March 2014 by the International Centre for Guidance Studies
University of Derby, Derby, DE22 1GB
www.derby.ac.uk/icegs
ISBN: 9780901437716

ACKNOWLEDGEMENTS

Our thanks to all of the participants in this research. Thanks also to Rosie Holcroft, Kate Suart and Jonathan Harper for helpful comments on earlier drafts of this paper.

Legacy Careers Project
Delivered by

Brightside



CC-Lab.

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LONDON LEGACY DEVELOPMENT CORPORATION

The Legacy Careers Project was funded by the London Legacy Development Corporation (the Legacy Corporation). The Legacy Corporation is a Mayoral Development Corporation established under the Localism Act 2011. The Legacy Corporation's main objective is to ensure the Legacy of the 2012 Games and the regeneration of Queen Elizabeth Olympic Park (QEOP) and the other adjacent and associated areas it is responsible for. One of the key corporate goals of the Legacy Corporation is to be a catalyst for regeneration in East London, ensuring that its activities help to connect existing and future residents and businesses to Queen Elizabeth Olympic Park physically, socially and economically. The Legacy Corporation estimates that Queen Elizabeth Olympic Park has the potential to create around 20,000 jobs in the venues and across the estate as well as the jobs generated from the V&A, UCL, Loughborough London and other new cultural and educational institutions. The Legacy Corporation is committed to ensuring that East Londoners are equipped with the confidence, skills and aptitude needed to secure those jobs. This means starting with how young people make choices about their careers and their pathways into those careers, whether vocational training, further education, apprenticeships or employment. For these reasons the Legacy Corporation funded and supported the Legacy Careers Project.

For further information see www.londonlegacy.co.uk



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EXECUTIVE SUMMARY

The Legacy Careers Project was a five day programme of career enrichment activities for schools in East London. The programme ran from June to December 2013 with students moving from Year 8 to Year 9. It provided information and activities to support students to better understand their future career options. The project takes its inspiration from the Olympic Games and is informed by the opportunities offered by Queen Elizabeth Olympic Park.

This paper sets out the findings of an evaluation of the project conducted by the International Centre for Guidance Studies.

FINDINGS

The evaluation concludes that the project was successful. Evaluators noted the delivery of an effective and coherent career learning programme that aligned well with best practice in the sector. Key indicators of success are as follows:

- Students who participated in the programme reported that they enjoyed the experience and found it useful.
- A high level of learning could be observed throughout the programme.
- Students reported that they had developed their skills and attributes through the programme. For example;
 - ◆ 60% of students reported that their self-confidence had improved.
 - ◆ 50% reported that their creativity had improved.
 - ◆ 43% reported that their energy and motivation had improved.
 - ◆ 43% reported an increased propensity to take risks in their life and career.
 - ◆ 26% reported that their leadership skills had improved, and
 - ◆ 18% reported that they were more entrepreneurial.
- There was evidence of greater purposefulness in thinking about their next career destination.
- The programme exceeded the initial target of 200 participants by providing 770 students (year 8, moving to year 9) and an additional 70 team leaders (year 12) with career enrichment activities outside of the classroom.
- There was a high level of positive engagement from the schools involved in the programme.
- The programme also provided opportunities for a group of sixth form team leaders. These students also reported improvements in their self-confidence (53%), leadership skills (47%) and other skills and attributes.

In conclusion the programme provided schools with an impactful, appealing and cost-effective way of delivering a high quality career education programme.

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DEVELOPMENTAL RECOMMENDATIONS

As discussed above, the evaluation found that the programme worked well. There is no indication that radical changes are needed should the programme run again. However, there are a number of areas where tweaks to provision or process might enhance delivery. To support this, the evaluation makes a number of recommendations to inform future delivery.

1. Venue. The physical design and capacity of the spaces in which the programme takes place has an impact on the success of the programme and needs to be carefully considered and managed.

2. Group size. The size of the overall cohort for each day and of the individual teams within each day need to be carefully considered. In general the evidence suggests that reducing the size of groups would enhance the learner experience.

3. Teachers' role. The teachers' role in the day needs to be more clearly defined to ensure that they can contribute effectively.

4. More time for student activities. Some students felt that there was insufficient time to successfully complete the activities that comprise the programme. There is therefore a need to consider how programme sessions could be lengthened to provide further time for student activities. Clearly this will have an impact on the wider programme design.

5. Clarifying timetables with schools. To avoid misunderstandings that can impact negatively on programme delivery it is important that schools and programme delivery staff agree clear timetables for each day that both parties keep to.

6. Managing behaviour of students. Some participants raised concerns about the behaviour of some pupils in the project. Given this there may be value in establishing a clearer policy on managing pupil behaviour.

7. Team leaders training and information. Team leaders requested more training at the start of the programme and more information before each day of the programme.

8. The key role of the course director and FF facilitators. Feedback and observation highlighted the fact that the skills and charisma of the current course director were vital to the success of the project. Similarly the skills of the FF facilitators were also critical to the success of the programme. Any future iterations need to maintain these roles or provide training to support teachers to move into these roles.

Given the overall effectiveness of the programme it is suggested that further attention should focus on the sustainability and dissemination of the Legacy Careers Project. Key questions remain about how the programme can be most effectively scaled-up to benefit a wider range of students.

THE NEED FOR THE LEGACY CAREERS PROJECT

The London Legacy Development Corporation funded the Legacy Careers Project to support the careers and prosperity of young people in East London following the investment in the Olympic Games. The use of a career education programme was designed to support local young people to be able to gain access to the opportunities that are opening up in the area.

The Legacy Careers Project initiative takes place against a backdrop of Government policies which have made young people's choices more complex at the same time as removing much of the existing support.

Young people in East London grow up in a world of contradictions and contrasts. They live in one of the richest cities in the world and yet also one of the most deprived areas of the UK. Despite the myriad of opportunities that are available in London, the boroughs of Hackney, Newham, Tower Hamlets and Waltham Forest have been consistently recognised over the last decade as being some of the most deprived areas in the country (MacRury and Poynter, 2009). Such deprivation and inequality can have negative impact on the aspirations of the young people who live in the area.

However, in the run up to the Olympic Games the area received an enormous psychological and economic boost. Investment in local infrastructure and the environmental fabric followed the Olympic Games and the world's gaze was on the area. Many of the schools that participated in the Legacy Careers Project were also active participants in the Olympic Games, including some who appeared at the opening or closing ceremonies. However, evidence from previous Olympic Games suggests that although the games tend to provide a catalyst for regeneration within the surrounding area, this often results in more affluent people moving into the area and displacing the existing population. The London Legacy Development Corporation is committed to supporting the poorest areas of East London and in sharing the opportunities and regeneration created by the Olympic Legacy.

Following the Olympic Games there is still considerable investment coming into the area. Research suggests that there is good reason to anticipate positive impacts for the area in both the short and long term (Oxford Economics, 2012). Specifically Oxford Economics and the Work Foundation (2010) have suggested that there are opportunities in the area to expand the 'green' industries, knowledge intensive industries and the retail, hospitality and tourism sectors. The research also recognised the need to develop

East Londoner's hard and soft skills so that they could benefit from the emerging economy. Careers advice could be a useful mechanism in this process as it can help to identify and address skills shortages by increasing awareness amongst the local population about where the most likely growth areas will be. Oxford Economics and the Work Foundation (2010) also recommended that the Olympic Legacy should prioritise supporting young people. All of these issues were considered in the design and delivery of the Legacy Careers Project.



A key part of the economic growth of the area is the development of Queen Elizabeth Olympic Park. This new focus for business and innovation in the area will create considerable opportunities for local people, but these opportunities will only be realised if they are able to become active participants in Queen Elizabeth Olympic Park as both employers and employees. In other words the capacity of Queen Elizabeth Olympic Park to act as a force for local regeneration is dependent on the employability and career management of the individuals in the area. If local people are able to seize the opportunities offered by Queen Elizabeth Olympic Park they will be able to share the legacy of the Olympics.

The Legacy Careers Project therefore seeks to enhance the career capacity of young people within East London and support them to take advantage of the legacy of the Olympic Games. Future Foundations has developed a career learning programme to support young people to enhance their career capacity whilst building their aspirations and achievements.

THE POLICY CONTEXT FOR THE LEGACY CAREERS PROJECT

While the Legacy Careers Project has a strong local focus it takes place against a dynamic national policy context. The Legacy Careers Project takes place firstly in relation to widespread changes to the education and employment system (raising the participation age, the introduction of higher and further education fees, apprenticeships and traineeships and the Youth Contract) and secondly more specific changes to the delivery of career education and guidance.

The current government has made a number of major changes to the education system. One key element of this is the policy of raising the participation age (RPA). The Education and Skills Act 2008 requires young people to stay within education or training until the end of the academic year in which students' turn 17 from 2013 and until their 18th birthday from 2015. The raising of the participation age presents a number of challenges for careers education and guidance in managing young people's transitions which many schools are still in the process of working through. In addition there are also a number of changes particularly around funding that are impacting on young people's choices in further and higher education. The Skills for Sustainable Growth strategy heralded the introduction of fees into further education on a similar model to higher education fees. The abolition of the Education Maintenance Allowance (EMA) and its replacement with a discretionary bursary has also been impacting on the numbers of

young people going into further education. For higher education the increase in tuition fees to a maximum of £9000 makes students choosing the correct options even more critical. The abolition of Aimhigher has also meant that there is less support for the most disadvantaged in accessing higher education (see Dent et al., 2013).

Secondly, the Education Act 2011 made a number of important changes to schools including shifting responsibility for the provision of career guidance from local authorities to schools. The Act specifies that schools now have responsibility for securing "independent careers guidance" from year 8 up until the age of 18. However, this new responsibility comes in a period when the previous main provider of career education and guidance to young people, the Connexions Service is being reduced or removed altogether (Hooley & Watts, 2011; Langley et al., 2014). Andrews (2012) and Hooley et al. (2012) identified that schools are already developing a range of different approaches in order to meet their new responsibilities. Some are continuing to use external careers providers, contracting them in to deliver agreed services. Others are providing career learning and/or career guidance through internal resources, either by employing a professional qualified careers adviser or by using teaching staff (or other non-teaching staff) with varying degrees of qualification (or none) to deliver provision. Research suggests that in general these changes have not worked well and that they have resulted in a decline in the quantity and quality of careers work in schools (Coffait, 2013; Ofsted, 2013).

At the same time the Government has increased the focus on pupil progression through the introduction of a new destination measure. The new destination measure is designed to hold schools to account for the progression of their pupils. In the long run such figures may be used in the construction of league tables (as they are in higher education) or used by parents as part

of their decision making. A focus on destinations may have the effect of increasing schools focus on career and progression support.

Given this shift in policy an important secondary aim of this evaluation is to draw out what lessons have been learnt from the Legacy Careers Project that may help schools to reshape their careers programmes. A useful place to start in this evaluation is to see how the design of the Legacy Careers Project links to wider evidence on the effectiveness of career education and guidance.

UNDERSTANDING THE EVIDENCE ON CAREERS WORK IN SCHOOLS

There is an extensive body of international research evidence on careers work in schools. This evidence base notes a number of key benefits that effective careers programmes can deliver, notably that they can support retention and engagement with schooling, attainment, transition and life and career success (Hooley et al., 2011).

A number of elements from the Legacy Careers Project fit closely with what research identifies as being essential in the most effective practice in career education and guidance. Firstly, the research suggests that the integration of a variety of careers interventions with each other and with the wider school curriculum leads to more effective outcomes (Hooley et al., 2012). The Legacy Careers Project programme integrates career education and labour market information in a variety of different ways and also combines this with the development of skills which have been identified as important for



progression. Secondly, research by Morris (2004) and Hutchinson et al.(2011) argues that in order for career management skills to be effectively developed career education needs to be started early within secondary education. Morris' research also highlights the fact that students who have the most developed career exploration skills find it easiest to transition at 16 and beyond.

Thirdly, Hooley et al., (2012) indicate that career education and guidance is more effective if it is delivered by a mix of professional guidance practitioners, teachers and other key stakeholders, and when delivery is supported by appropriate tools and technologies (Hooley et al., 2012). Fourthly research by the House of Commons Education Select Committee (2013) highlighted that young people need to be able to access appropriate local and national labour market information (LMI) that is delivered in an impartial manner.

In addition, the OECD (2004) has highlighted the limitations of a purely school-based model, which include a lack of impartiality; weak links with the labour market; and inconsistency. The evidence therefore suggests that the most effective career interventions support individuals to learn about their careers from a variety of stakeholders including careers professionals, teachers and employers. However, the evidence suggests that this is not currently the case in many English schools. A recent Ofsted evaluation (2013) of career provision within English schools highlighted that too few students had received sufficient opportunities to encounter a wide range of potentially stimulating and inspiring information and ideas about career pathways directly from employer. Few were aware of opportunities locally or nationally. Similarly research by NFER (McCrone, 2013) highlighted that school links with partners such as other educational institutions in the area and training providers is critical to the delivery of effective careers guidance.

The approach taken by the Legacy Careers Project aligns well with the research base in this area. The Legacy Careers Project introduces a variety of career learning to students in Year 8 who up to that point have had limited access to career education and guidance. As well as teachers and careers practitioners the Legacy Careers Project is supported by employers, professional trainers and mentors and the learning is delivered in a variety of different means, by video, online through mentoring, face to face and in group work/team working situations. The Legacy Careers Project includes a number of different Labour Market Information related activities and information and support developed by Brightside that is delivered in an impartial manner.



DEVELOPING THE LEGACY CAREERS PROJECT

The Legacy Careers Project is a career learning programme for students in year 8 and going into year 9. The programme particularly supports the acquisition of knowledge about the career opportunities available within the locality and aims to inspire its participants and develop their future world of work skills.

The project is made up of a number of inter-connected components including face-to-face workshops, peer mentoring and access to online resources. The Legacy Careers Project was evaluated by iCeGS using a mixed methods approach.

The Legacy Careers Project aims to provide students in Year 8 transitioning to Year 9 with information about the career opportunities created by the Olympic Legacy and how best to access them. It also seeks to inspire the participants about their future, to support young people to better understand their future career options at the time when they are making academic choices that will impact on the rest of their lives and develop their future world of work skills. The project is delivered by Future Foundations¹ in association with Brightside and CC-Lab². The Legacy Careers Project took place between June and December 2013. It has exceeded the original target of 200 participants by involving over 770 students (year 8) and an additional 70 team leaders (TLs) (year 12 students).

The project uses an experiential learning approach where the students learn from direct experiences and encounters with professional trainers and employers. The learning is informed by career information that is relevant to their local area. The content and elements of the programme have been designed to focus on helping to develop the students' future world of work skills. The project also involves a number of team based activities which engage pupils in a different kind of learning than they might encounter in a conventional classroom.

The objectives of the programme are as follows:

- To inspire extraordinary careers by drawing on inspiration from the career opportunities that will be created in Queen Elizabeth Olympic Park.
- To provide students, initially in Year 8, with information about the required skills/ experiences for these jobs and to develop a selected group of year 12 students who will take on a leadership role within the project in the form of peer mentoring.
- Enable young people to better understand their career options at the time they are making their academic and career choices.

Figure one illustrates the main elements of the programme and how these elements support the learning for students.

¹ Future Foundations (FF) is an independent training organisation committed to inspiring young people to achieve their full potential and become leaders in their lives so they can contribute their skills, talents and passion to society (www.future-foundations.co.uk).

² Brightside is an education charity that helps young people access education and career pathways they might not have believed were available to them and is a leading provider of career related online information and e-mentoring.

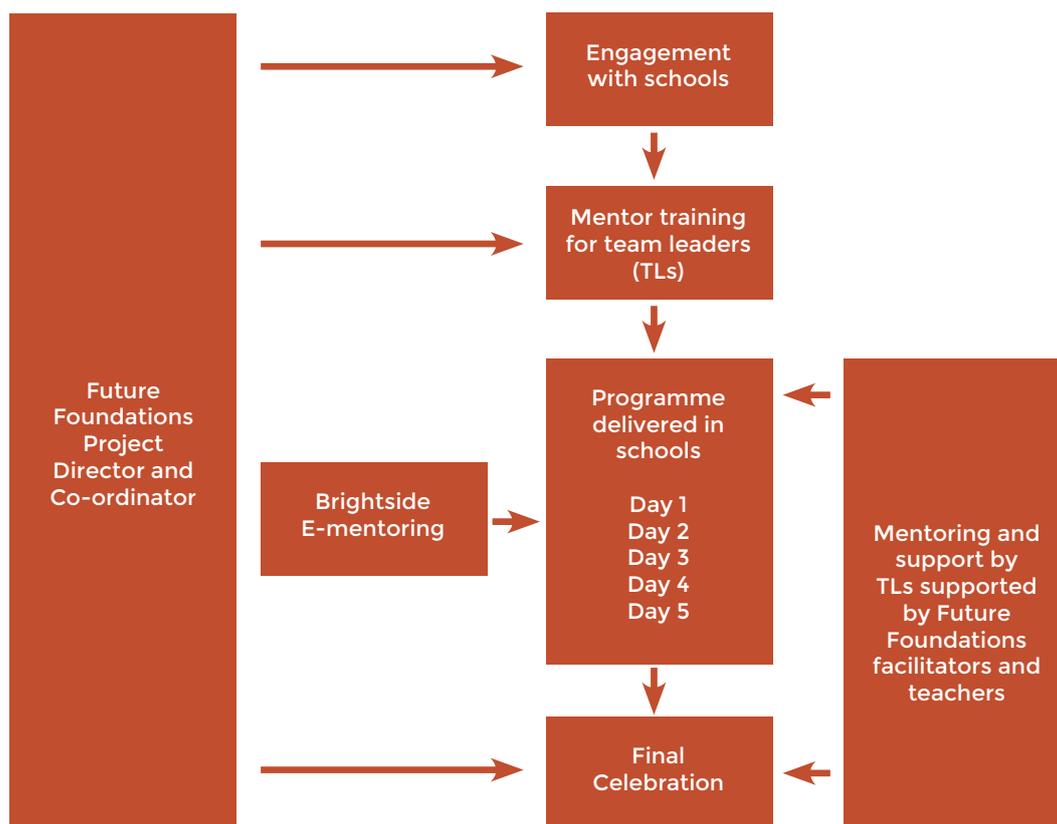


Figure 1: The main features of the Legacy Careers Project

As Figure 1 shows, the main programme for year 8 students was delivered across five days, with the winning teams from day five and a nominated student from every team attending a final celebration. The main five days are themed as follows:

1. Career foundations. The main aim of this day is to support students in understanding their career journey and to introduce them to the future world of work skills and the opportunities offered by Queen Elizabeth Olympic Park.

2. Enterprise challenge. The focus of the day is to challenge students to think creatively about their future and to encourage them to consider starting their own business by creating and presenting an enterprising product or service for the Park.

3. Present yourself for success. The focus of the day is to develop presentation skills and improve self-confidence. Students are encouraged through

a series of workshops to become more self-aware and consider how they are perceived by others. They are given tools to improve the impression they make.

4. You're hired! The focus of the day is teaching students how to prioritise and learn time management skills through a series of workshops and practical experience of interviews with employers.

5. Big futures. The final day of the programme focuses on learning the lessons from the Legacy Careers Project and reflecting on the journey they have had as a team. During the day students are challenged to work as a team and to compete against the other teams within their school in a final business challenge.

Each day of the programme had a 'future world of work skills' focus which was also linked with Key Stage 3 IAG outcome(s) (Table 1).

Day	1	2	3	4	5
Day Theme	Career Foundations	Enterprise Challenge	Present yourself for success	You're Hired	Big Futures
Future World of Work Skills focus	Self Confidence and Leadership	Creativity and Enterprise	Self confidence	Risk Taking Energy and motivation	All Future World of Work skills
KS3 Focus	Empowers young people to plan and manage their own futures & actively promote equality of opportunity and challenge stereotypes	Provide comprehensive information and advice & raise aspirations	Helps young people to progress	Respond to the needs of each learner & actively promote equality of opportunity and challenge stereotypes	All 6 areas

Table 1: Future world of work skills' focus and Key Stage 3 IAG outcome(s) for each day of the programme

To support the young people in their career learning the Legacy Careers Project provided them with a number of different resources:

- **Engagement with schools:** the engagement with schools is described in chapter three. It involved planning and explaining the project to schools, agreeing expectations and meeting schools specific requirements.
- **Mentoring and Support by team leaders:** The project included a group of year 12 students as team leaders and mentors to the younger students. The team leaders were chosen before the start of the programme and were supported by Future Foundations facilitators throughout.
- **Mentoring training for team leaders:** Team Leaders had a separate half day training programme before the main programme began to introduce them to the project and equip them to fulfil their mentoring role as the programme developed. There was additional input from teachers and employers to support the young people as they develop their skills and ideas for their future.
- **Future Foundations facilitators and teachers:** Throughout the project Future Foundations (FF) facilitators, who were a mixture of professional trainers and careers professionals, provided support to the team leaders to develop their mentoring and leadership role. The facilitators were also responsible for introducing the activities and providing support and motivation to all students. Teachers from the schools also supported this process.

- **Brightside e-mentoring:** Brightside provided an online forum for mentoring for the year 8 participants and their year 12 mentors. Brightside also provided up to date Labour Market Information (LMI) to help the students with this project and inform their choices.
- **Future Foundations course director and co-ordinator:** The programme was led by a course director who was responsible for delivery, content and a project co-ordinator who oversaw the programme and made sure it ran smoothly.
- **Video resources:** CC-Lab provided videos for the programme to inspire students about the opportunities available to them. Ape Media provided college students who filmed elements of the programme supported by CC-Lab.
- **Online resources:** In addition, the 2014 cohort of students will benefit from a bespoke online information resource in the form of the Legacy Careers Information Pack made available through Brightside.



An important output of the Legacy Careers Project is the potential for the schools to be able to use the resources and approach created in 2013 to deliver their own programme in-house in 2014. The evaluation will consider the viability of this and other strategies to ensure sustainability

THE EVALUATION APPROACH³

This evaluation was designed as a formative evaluation and took place from the launch to the final celebration event, comprising of a number of inter-linked elements:

- A pre and post paper based survey with students and staff.
- Fieldwork observation and interviews across selected schools for each of the five days of the project and the celebration. The fieldwork observation and interviews comprised observing groups of students taking part in the activities and interviewing all parties involved in the project.
- Examining website statistics and other available analytics.

The evaluation aimed to answer three primary questions:

- How far does the Legacy Careers Project have a demonstrable impact on the skills, engagement, progression and aspirations of young people?
- How far does the Legacy Careers Project offer value for money and a sustainable model for supporting career education in the curriculum?
- How far does the Legacy Careers Information Pack [namely the web platform] help schools to deliver career support to young people, particularly in understanding the spectrum of career opportunities coming forward on Queen Elizabeth Olympic Park and the wider area?

The evaluation was particularly interested in evidence where students and team leaders increased their:

- Creativity / Enterprise;
- Self-confidence and Presentation Skills;
- Risk taking;
- Energy / Motivation – including motivation to succeed at school and in their career;
- Leadership;
- Team working skills;
- Knowledge about their career options, and
- Clarity in their career aims.

These skills that were measured were drawn from research identified by the Future Foundations programme team and conducted by NESTA (Rolfe and Crowley, 2008). These skills are identified in the NESTA research as being vital for young people to succeed in the future labour market. The evaluation was also keen to identify activities within the programme that support the development of careers within the curriculum. It was suggested by the project's funder that the six principles⁴ developed under the previous government (DCSF, 2010) and the CDI Framework (2013) could be used as an articulation of good practice in career education. These frameworks were utilised in part because the current statutory guidance is not detailed enough to serve as a description of good practice in this area.

³ A more detailed explanation of the methodology is given in appendix one.

⁴ The DCSF framework six elements are: 1) Empowers young people to plan and manage their own futures, 2) responds to the needs of each learner [including SEN], 3) provides comprehensive information and advice, 4) raises aspirations, 5) actively promotes equality of opportunity and challenges stereotypes and 6) helps young people to progress.

ENGAGING SCHOOLS AND LAUNCHING THE LEGACY CAREERS PROJECT

Schools in the area were keen to engage with the Legacy Careers Project. Five schools were recruited to participate meaning that over 800 students engaged with the Legacy Careers Project.

Schools engaged with the project to increase students' knowledge about careers, to raise their aspirations and to support the delivery of the statutory duty to provide external and impartial career guidance. Another motivation cited by schools was the opportunity to continue the Olympic Legacy as all the schools were involved with the Olympic Games.

After initial consultation with schools in East London the following five schools participated in the Legacy Careers Project:

- Cardinal Pole Catholic School
- George Green's Secondary School
- Heathcote Secondary School & Science College
- St Angela's Ursuline School
- St Paul's Way Trust School

These five schools were contacted by Future Foundations (FF) to explain the project and the link to the London Legacy Development Corporation. After an initial agreement to be involved each school met with FF and started working towards agreeing an Event Scope Agreement, outlining:

- responsibilities pre, during and after programme;
- dates when the programme could take place;
- how they would like to input into the programme, and
- what support the schools were able to provide.

FF also worked with schools to complete the FF school venue checklist and provide schools with any required paperwork and risk assessments including the FF Code of Practice which outlines

all their policies and procedures related to delivering a safe programme for young people. Any issues raised by schools at this stage were dealt with on an individual school basis and differing requirements were successfully accommodated by FF. For example George Green's Secondary School required a smaller cohort and a different venue due to building work at the school and FF organised a new venue to accommodate the school's needs.

These initial meetings also led to a draft programme design which was consulted on by each school and then agreed. Then FF provided marketing materials and joining instructions for each of the schools to inform teachers, students, parents/carers and other relevant stakeholders about the expectations and the content of the programme. Finally before the programme began, a risk assessment and code of practice agreement of responsibilities was agreed and signed by all schools.

Also during this initial phase iCeGS (the project evaluator) developed and agreed an evaluation approach with FF and the schools. As the project developed FF sought feedback from each of the schools to assess how the project was going and identify areas for improvement. The project leads were also interviewed to provide feedback on the programme.

EVIDENCE OF ENGAGEMENT

Five schools agreed to undertake the project meaning over 700 students and 70 sixth form team leaders (over 800 in total) successfully completed the project. There was significant evidence of engagement from the schools involved in the project in both the schools initial applications and feedback from teachers. In the initial application every school demonstrated similar knowledge and understanding of the purpose of the project and identified reasons for getting involved in the project, such as: raising aspiration and attainment, improving confidence, and allowing students time to think about their future. St Paul's Way Trust School stated the outcomes they would like from the project: Our students are more ambitious for their future, and are aware of their strengths, whether they are practical, academic or both. Students are thinking about the career path and are communicating confidently about their awareness of the range of career opportunities available around them. Teacher, St Paul's Way Trust

One of the schools at this initial application stage linked the project to the Olympic values and legacy and none of the schools mentioned employment opportunities at Queen Elizabeth Olympic Park. During the project it became clear that the Olympic Legacy was an important motivator for school participation. A number of teachers indicated that the primary motivation for initial engagement with the project was their schools involvement with the Olympic Games. One Deputy Head teacher articulated this as follows.

“The school was involved in the Olympics and students went to the closing ceremony so we were keen to engage with the project.”

Deputy Head Teacher, Heathcote Secondary School

Other motivations for engagement centred around concerns by schools about students' future career knowledge and raising students' aspirations and understanding. All teachers interviewed agreed that the children needed further opportunities at school that are similar like the programme and that it should start at an earlier age. The future employability of students was also raised as a concern by teachers who expressed a desire to improve the employability of their students as one teacher commented:

Employability is a serious issue for children and families, they don't have enough of this kind of activity.

Teacher, St Angela's Ursuline School

There was also a clear interest in engagement based around the schools ability to deliver the statutory duty to provide external and impartial career guidance.

EVALUATING THE COMPONENTS OF THE PROGRAMME

The Legacy Careers Project was a complex and multi-faceted career intervention. It comprised five days of career learning alongside a range of supportive features. These included peer mentoring (both online and face to face), online resources, video resources and a range of other kinds of support.

The feedback from participants was overwhelmingly positive although a number of logistical issues were identified for future development.

INTRODUCTION

This section of the report briefly describes each day of the five day programme, the final celebration event, the team leaders' role and feedback, and Brightside's online mentoring platform. A more detailed explanation of each day of the programme can be found in the appendices.

DAY ONE

The primary focus of day one was to introduce the Legacy Careers Project to the young people on the programme. The day focussed on developing students' and team leaders' self-confidence and leadership skills. Overall the evaluators found that the format of the day worked well and it was well organised with a mixture of plenary and workshops which students enjoyed and were engaged in throughout.

The positive experience was reflected in survey feedback which indicated that 87% of the students had enjoyed the day and 93% believed that they were more confident about their future. Qualitative feedback also showed positive findings with over 300 students indicating it was either fun, good or that they had enjoyed it, and over a 100 students indicating they would like to change nothing about the programme. One student expressed this in feedback:

"Today was a wonderful day, I wish it could carry on like that every day and that we should do this type of project/workshop frequently."

Student, St Pauls Way Trust.

Other qualitative feedback also indicated that the day had encouraged the students to reflect on themselves and think more deeply about their future careers, as one student expressed:

DELIVERING THE PROGRAMME ACROSS FIVE DAYS

"Yesterday I was pretty sure what I wanted to be when I'm older but now I realise that there is more than what I thought there was."

Student, St Angela's Ursuline School.

The reflection also led students to highlight skills they would like to develop such as presentations skills. A number of students expressed a desire to improve their attainment by listening and working harder at school. One student expressed this as follows:

"I would improve on my education and use it like a passport."

Student, St Pauls Way Trust.



However, there were some areas for improvement indicated by feedback, and these are addressed in formative recommendations including:

- 84 students expressed the need for more time to complete the tasks (see formative recommendation 4).
- The evaluator and students also raised concerns about the venue, being too small for the number of students (see formative recommendation 1).
- A small number raised concerns about the behaviour of other students (see formative recommendation 6).

DAY TWO

Day two of the programme was focused on developing students' entrepreneurial skills. It also developed students' communication, presentation, leadership and management, and team working skills. The sessions were organised in a similar way to day one with a mixture of workshop and plenary time, which again worked well and kept students engaged throughout. The plenary also created a feeling of excitement and enjoyment which continued throughout the day and the course director played a pivotal role in enthusing the students (see formative recommendation eight). One teacher from St Angela's Ursuline School highlighted:

"[I was] really impressed, great learning environment and extremely vibrant. Surprised how well it enthused the students."

Teacher, St Angela's Ursuline School.

The main activity during the day was for the students to develop and present a business idea. To do this they had to think creatively and use their entrepreneurial skills. All of the final presentations were of a high standard with each team demonstrating what they had learnt during



the day. Teacher feedback on the presentations highlighted the skills learnt by students and how this was supporting them to think about their futures.

The students said that the day was characterised by high levels of enjoyment, learning and fun. The overwhelming majority of students (89%) said that they had enjoyed the day, 83% believed they had learnt something and 84% agreed that the activities had helped them think creatively about setting up a new business. One student articulated:

Today has been a very good experience and I have learnt a lot about what to do in the future.

Student, Cardinal Pole Catholic School.

Again there were a small number of formative recommendations, namely the behaviour of some students, which was raised as an issue by team leaders and Future Foundation facilitators (see formative recommendation six), as well as the appropriateness of the venue (see formative recommendation one).

DAY THREE

Day three of the programme had a focus on developing students' presentation skills. Through a series of workshops and plenary time, students explored how to present themselves to others, and what they knew about themselves.

Overall impressions were that the day had been successful with 86% of students believing the day had improved their presentation skills and 70% of students believing they had improved their confidence. Feedback also indicated that most students were continuing to enjoy the programme (79%) and 86% of students felt they had learnt something during the day. As one student expressed:

“Fun creative exciting, looking forward to next time and I learnt a lot.”

Student, Cardinal Pole Catholic School.

The day also introduced the Brightside e-mentoring platform. This aligns well with the

DCSF framework, for comprehensive information and advice and challenging stereotypes and the CDI framework to be aware of what job and labour market information (LMI) is available, particularly as it includes local LMI.

However, there were some areas for improvement, and formative recommendations included:

- In some venues, the opening plenary room was too large and break out rooms were too small for two groups to work comfortably in them - which was particularly a problem for hearing impaired students (see formative recommendation one);
- students wanted more time to prepare activities (see formative recommendation four); and
- programme design led to some students having too much continuous plenary time.



DAY FOUR

Day four sought to develop student's employability, time management and presentation skills. The day used a similar format to previous days, but with the addition of interviews and feedback from employers. This was observed to be one of the most useful and successful features of the entire programme by evaluators, as in addition to the learning, the employers were role models for the students. This was identified as a highlight by 252 students, as one pupil expressed:

“The best bit was getting interviewed because it gave me confidence for when I have a real interview.”

Student, Heathcote Secondary School.

Learning and enjoyment of the day was also reflected in survey feedback with 79% believing they had learnt something and 82% saying they had enjoyed the experience. One student expressed this as follows:

“Fun, eye opening day to work to the future.”

Student, Heathcote Secondary School.

Day four built on the earlier elements of the programme but in addition contained the link with employers and realistic interview skills development. This supports the DCSF framework elements five and six as it helps young people to progress. In addition, the variety of employers on display also challenged stereotypes. However, there were a few areas for improvement which again were in relation to time for tasks and venue choice.



DAY FIVE

The fifth day was the culmination of what the students had learnt and achieved during the programme and offered time to reflect on these achievements. The main aim was to further develop students' communication, presentation and time management skills. The day was similar to the previous days with a mixture of plenary and workshop time, but with more focus on the Big Challenge. Again the plenary session built excitement and there was a high level of commitment, engagement and desire to win the challenge by all students throughout the day, as a team leader pointed out:



“My group had stayed until 6.00 the previous week to complete their presentation and we have been working really hard to win.”

Team leader, St Angela's Ursuline School.

In the afternoon, the students travelled to the University of East London (UEL) to make their final presentations. This gave the students an insight into university life by four student ambassadors from UEL who described their experiences at university. All students presented well and were engaged when other teams were presenting. This was demonstrated by 186 students who thought that the presentations were the highlight of the day. One pupil commented:

“Today was a fun, learning day because we did our final presentation.”

Student, St Angela's Ursuline School.

Again, overall impressions from the students were that the day had been successful with 89% saying they had enjoyed the experience. There was also evidence that students had learnt something from the day with 78% indicating this. The day also explored students skills development over the programme and revealed that 60% believed their self-confidence had improved, 50% their creativity, 43% their energy and motivation in general, 43% believed risk taking had developed, 26% their leadership skills and 18% believed their entrepreneurial aspirations had increased.

Day five contained all six elements of the DCSF framework. The personal reflective element fits closely with the DCSF framework, relating to how the students' personal skills and knowledge fit with their future career goals. The reflective element of day five also aligns with the CDI framework in respect to self-improvement as a learner by encouraging students to understand what they have learnt and how it aids their future career and recognises the importance of planning, review and reflection. There were no formative recommendations for day five as the day had worked well.

CELEBRATION EVENT

The final event was held on the evening of the 2nd December 2013 at Stratford Circus in Stratford, East London. The evening was a celebration to recognise the achievements of all those involved in the project and also offered the winning teams from each school the opportunity to present again and win the 'big challenge'. The evening was a lively celebration and was well organised. The talks given by the judging panel of employers and the FF Course Director Steve Beckles-Ebusua were interactive, engaging and had many positive messages about work ethic, self-determination and learning as a journey (see formative recommendation eight). All students clearly enjoyed the evening and were enthusiastic and engaged and well behaved throughout and there was time made available for reflection on their achievements. Although the teachers were not formally asked to give feedback, all comments from interviews were positive, for example;

“The students have had a positive and proactive attitude towards the project and it got them thinking about jobs and careers early, even jobs they didn’t know existed.”

Teacher, St Pauls Way Trust School.

After much deliberation the judges deemed St Angela’s Ursuline Change4Life Adventure Playground business proposal as the unanimous winner, however outstanding members from all of the teams received recognition in the awards ceremony. There were no improvements to the project highlighted during the celebration, as the evening worked well.



TEAM LEADER ROLE

As already mentioned, a feature of the programme was the use of team leaders from the sixth forms of the schools. The team leaders provided support and leadership to the year 8 students throughout the programme. Before the main programme began each of the team leaders received training to provide them with an understanding of their role within the project. The survey at the end of the team leader training revealed that 82% of students believed they had been adequately trained. At the end of the programme 84% believed they had been adequately supported and trained during the programme. Both feedback and evaluator observation identified growing levels of confidence and leadership skills as the programme went on, with all team leaders taking more responsibility from Future Foundations facilitators, resulting in day five where they led their teams and felt a sense of personal achievement in their teams achievements.

The team leader role aimed to support the development of the year 8 students and feedback from team leaders indicated that they believed they had adequately supported them as one student expressed:

“Having the opportunity to lead, motivate and inspire a group of young people has been exciting as well as a great learning experience. Watching them grow and bloom over the 5 days throughout the project has been refreshing and fulfilling.”

Team leader, Heathcote Secondary School.

In addition the team leader role also helped to develop the team leaders' skills and experience. When surveyed at the end of the programme, there were a number of areas of improvement highlighted:

- 53% believed their self confidence had improved.
- 47% their leadership skills.
- 21% were willing to take more risks in their future choices.
- 42% identified increased motivation, and
- 32% identified increased energy.

Qualitative feedback and evaluator observation also highlighted that the team leaders had developed their team working and management

skills which are important skills in the world of work:

“I think I have learnt mostly how to be patient, how to be a better listener and being more confident in my ability to be a leader.”

Team leader, St Angela's Ursuline School.

Although the majority of feedback concentrated on skills development, there was also evidence that being a team leader had helped the students think about their own futures. In particular, a number of students had used the Brightside e-mentoring platform to explore their own careers. They had full access to the Bright Knowledge bank of resources.

As measured against the DCSF framework, team leaders had gained a number of elements from the programme. The evidence relating to increased self confidence, motivation and energy by students specifically supports element one: empowering young people to plan and manage their own futures, and element four: raising aspirations. The team leaders also used Brightside's e-mentoring platform and website at an even higher level than the other students, suggesting element three: providing comprehensive information and advice was supported by the programme.

However there were a number of improvements that could be made to the programme as highlighted by team leaders. Similarly to year 8 students, team leaders highlighted venue and the size of the team they had to manage and the time pressure to complete activities as concerns. In addition they requested that future programme design should incorporate:

- more information about each day of the programme before the day so they could prepare more effectively;
- combining coaches and team leader's training and allow the team leaders to run some sessions with the coaches as practice;
- an enhanced leadership role for team leaders to distinguish it from the FF facilitators;
- consideration of timetabling pressures with their school work and the programme, and
- The need for support and encouragement from FF facilitators until day four.

BRIGHTSIDE'S ONLINE MENTORING PLATFORM EVALUATION

Brightside's online mentoring platform evaluation
The Brightside online mentoring platform was introduced to the students on day three of the programme and students were encouraged to make use of the platform for the remainder of the programme. The use of external impartial careers information and e-mentoring through Brightside's e-mentoring platform was recently evaluated by Hooley et al. (2014) (in a separate project). This found that 91% were satisfied with the online mentoring experience, 61% believed it had helped them to make decisions and 49% said that it helped them to do things differently.

Reviewing Brightside's e-mentoring data for the schools revealed that 37% of students and 46% of the team leaders used the platform. On average students spent approximately 30 minutes on the platform, although a small number of students used it for considerably more time (nine students used it for over 2 hours with one student using the site for nearly 20 hours). There was also a high level of online mentoring activity on the site with almost 9,000 students sending and receiving messages, but again a small number of students sending a high number of messages.

The Brightside platform supports the DCSF framework requirement for comprehensive information and advice and challenging



stereotypes and the CDI framework to be aware of what job and labour market information (LMI) is available. It is particularly valuable as it provides local labour market information.

Although the evaluation did not seek students' qualitative feedback, and no year 8 students provided direct feedback, two team leaders expressed concern about not understanding the purpose or being able to login to the website. This suggests a need for more information/training on using the resource for future programme design to encourage higher engagement.

THE IMPACT OF THE LEGACY CAREERS PROJECT

The evaluation found that the Legacy Careers Project was a successful project and observed a number of key impacts. In general participants enjoyed their involvement and were able to articulate a number of benefits. These included improvements in a number of skills and attributes including improved self-confidence, creativity and motivation. In addition it was possible to observe a number of improvements in the level of career decidedness of the participants.

The Legacy Careers Project also offered a number of additional benefits. These included improvement of skills and attributes for team leaders including leadership, self-confidence and team working. The project also showed close alignment between programme design and what is understood as best practice sector and a cost effective and efficient way of delivering career education.

KEY FINDINGS

POSITIVE EXPERIENCES

It is clear from observation, feedback and survey data that the students enjoyed the programme and were engaged throughout the programme. The chart below shows students enjoyment of the programme across the five days.

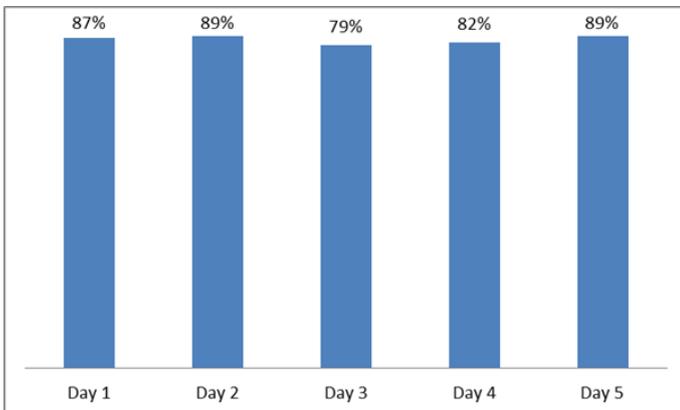


Figure 2: Percentage of students who enjoyed each day of the programme⁵

LEARNING

Students demonstrated through qualitative feedback and surveys that they were learning and reflecting on themselves throughout the programme. Figure 3 shows that students believed they had learnt during each day.

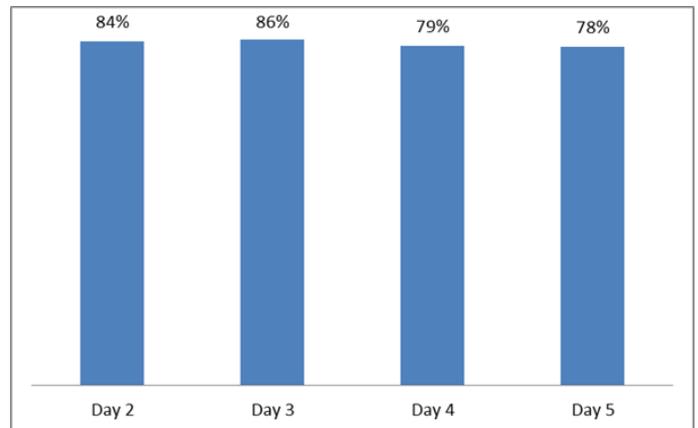


Figure 3: Percentage of students who experienced learning during each day of the programme⁶

⁵ The percentages are based on students who answered either yes or no to the question: Did you enjoy today?

⁶ The percentages are based on students who answered either a bit or a lot as opposed to nothing or not much. This question was not asked on day one.

DEVELOPMENT OF SKILLS

Throughout the programme the feedback from students indicated skills development and increased confidence and self-reflection indicating a desire to improve. The final day of the programme explored the students' skill development over the programme and revealed the following:

- 60% of students reported that their self-confidence had improved.
- 50% reported that their creativity had improved.
- 43% reported that their energy and motivation had improved.
- 43% reported an increased propensity to take risks in their life and career.
- 26% reported that their leadership skills had improved, and
- 18% reported that they were more entrepreneurial.

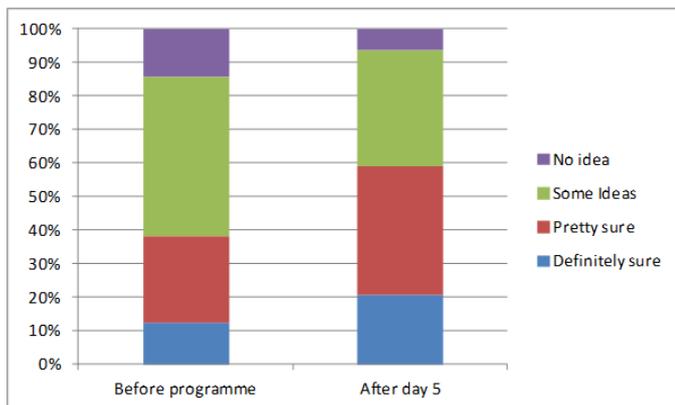


Figure 4: How clear are you about what you are going to do when you leave school?of the programme

GREATER PURPOSEFULNESS

The programme was primarily about encouraging students to think about their future options and career and so the evidence of students' increased clarity in this area is a key measure of success. Figure 4 shows the survey response about how clear they were about what they wanted to do when they leave school. The scale used for the question was a four point scale (no idea, some ideas, pretty sure and definitely sure) and shows responses from surveys before the programme and after day 5.

When asked the same question with the same scale about their ultimate career goal, there was no significant increase in students' clarity of thinking, but interestingly the before and after survey both revealed that over 90% of students had some idea about their ultimate career goal.

These findings indicate that the students in year 8 and later in year 9 have ideas about their ultimate career goal and that the programme has enhanced their skills and practical knowledge to achieve them.

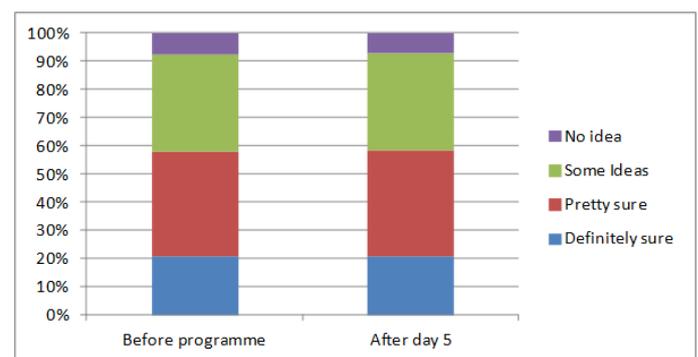


Figure 5: How clear are you about your ultimate career goal?

OTHER BENEFITS

VALUE FOR MONEY

The total cost of the programme including year one programme development was £201,373 (inc VAT) this represents a cost per student taking part in the project of £261.52 (inc VAT). If including the year 12 students, the cost per student involved is £239.72 (inc VAT). The evaluators believe this represents value for money and an efficient way of delivering career education to key stage three students.

Developing the programme for the future could have significant cost saving benefits to future funders. However, the evaluators have concluded that each school would require the input of Future Foundations to operationalise the programme. It would be necessary for Future Foundations in consultation with individual schools to decide the level of contribution and resources required while taking the programme forward.

DEVELOPMENT OF TEAM LEADERS

Aside from supporting younger students the programme has also helped to develop the team leaders' skills and experience. The survey revealed there were a number of areas of improvement:

- 53% of team leaders reported that their self-confidence had improved;
- 47% reported that their leadership skills had improved;
- 21% reported an increased propensity to take risks in their life and career;
- 42% reported that their motivation had improved, and
- 32% reported that their energy had improved.

Qualitative feedback and evaluator observation also highlighted that team leaders believed they had developed their team working and management skills related to managing and supporting young people.

POSITIVE ENGAGEMENT FROM SCHOOLS

Chapter three (page 12) highlighted that one of the major successes of the project was the engagement with schools that completed the project. This engagement process provides a good model for implementing future engagement with schools.

The programme exceeded the initial target of 200 participants by providing 770 students (year 8, moving to year 9) and an additional 70 team leaders (year 12) with career enrichment activities outside of the classroom.

DELIVERING BEST PRACTICE

The survey and feedback evidence from all five days of the programme demonstrate that the programme has close links with and supports the Career Education, Information, Advice and Guidance (CEIAG) Curriculum at key stage 3. Evidence from days one to five shows that the programme contained elements of all six elements of the DCSF framework and a number of best practice elements from the CDI framework. In addition the research evidence on what good practice in career education should include (presented in chapter one page 3) highlights a number of good features of the programme. Also, activities that link with the curriculum were strengthened by the use of the Brightside e-mentoring platform and website which gave the students practical and relevant local and national LMI to and mentoring support to inform their thinking during the programme.

In conclusion it was possible to conclude that the project provided schools with an impactful, appealing and cost-effective way of delivering a high quality career education programme.

CONCLUSIONS

The evaluation concludes that the project was successful. Evaluators noted the delivery of an effective and coherent careers programme that aligned well with best practice in the sector.

KEY FINDINGS

- Students who participated in the programme reported that they enjoyed the experience and found it useful.
- A high level of learning could be observed throughout the programme.
- Students reported that they had developed their skills and attributes through the programme:
 - 60% of students reported that their self confidence had improved.
 - 50% reported that their creativity had improved.
 - 43% reported that their energy and motivation had improved.
 - 43% reported an increased propensity to take risks in their life and career.
 - 26% reported that their leadership skills had improved, and
 - 18% reported that they were more entrepreneurial.
- There was evidence of greater purposefulness in thinking about their next career destination.
- The programme model developed by Future Foundations exceeded the initial target of 200 participants by providing 770 students (year 8, moving to year 9) and an additional 70 team leaders (year 12) with career enrichment activities outside of the classroom.
- A high level of positive engagement from the schools involved in the programme.
- The programme also provided opportunities for a group of sixth form team leaders. These students also reported improvements in their self-confidence (53%), leadership skills (47%) and other skills and attributes.
- In conclusion it was possible to evaluate that the programme provided schools with an impactful, appealing and cost-effective way of delivering a high quality career education programme.

PROGRAMME AIM AND EVALUATION OBJECTIVES

This section demonstrates that the programme was largely successful in meeting the main objectives of the programme and the aims of the evaluation. However, it also identifies lessons for future programme design and the need for a longitudinal evaluation to fully measure the impact on students.

The programme had three main objectives, which were:

- To inspire extraordinary careers by drawing on inspiration from the career opportunities that will be created in Queen Elizabeth Olympic Park.
- To provide students, initially in Year 8, with information about the required skills/ experiences for these jobs and to develop a selected group of year 12 students who will take on a leadership role within the project in the form of peer mentoring.
- Enable young people to better understand their career options at the time they are making their academic and career choices.

The evaluators have concluded that objectives two and three of the programme have been met, however, it is too early to measure the full impact of whether the programme has successfully inspired the young people to broaden their career horizons and to consider the myriad of opportunities offered by Queen Elizabeth Olympic Park. There is clear evidence that by the end of

the programme, students were surer about what they wanted to do when they leave school as demonstrated by the improvement in students' decidedness about what they wanted to do when they left schools. In addition the programme had increased students skills to achieve their future career goals as demonstrated by feedback on increased levels of skills development particularly relating to self-confidence, creativity, motivation and willingness to take risks in their future career (demonstrated on page 25 of this report). For team leaders there was strong evidence of increased confidence and motivation and the development of leadership skills from the project (demonstrated on page 23 of this report).

However, what is less clear from the evaluation is how much the opportunities offered by the Olympic Park inspired the students to consider a career at the venue. What is clear that the schools teaching staff were in part motivated to get involved in the project as a result of the link to the Olympic Games. There was evidence from day one that students were more aware of the opportunities offered by Queen Elizabeth Olympic Park. In addition there was evidence of increased understanding, enthusiasm and knowledge about the opportunities offered by the venue on day four by the students meeting and being interviewed by local employers and the employers discussing their own careers. However, throughout the rest of the programme there was only anecdotal evidence from feedback from students that they were more aware of the opportunities.

The evaluation had three main aims which were to ascertain:

- How far does the Legacy Careers Project have a demonstrable impact on the skills, engagement, progression and aspirations of young people?
- How far does the Legacy Careers Project offer value for money and a sustainable model for supporting career education in the curriculum?
- How far does the Legacy Careers Information Pack [namely the web platform] help schools to deliver career support to young people, particularly in understanding the spectrum of career opportunities coming forward on Queen Elizabeth Olympic Park and the wider area?

The evaluators found evidence that all of the three aims the evaluation have been partially met by the programme, although a longitudinal evaluation would be required to demonstrate the full impact on student's progression and sustainability of the programme going forward.

There is clear evidence from feedback from students and teachers involved in the programme of skills development and increased engagement and that students have increased their aspirations throughout the programme as demonstrated on page 26. The programme had clearly challenged the students to think about their future and a number of students throughout the programme expressed a desire to improve their skills and efforts at school to meet their career goals. The evaluators concluded (page 23) that the programme represents value for money and an efficient way of delivering career education to key stage three students. However, the evaluators are currently less clear how the project could be successfully scaled up to be a sustainable model outside of the immediate vicinity of Queen Elizabeth Olympic Park in London. In addition, aim three to provide a Legacy Careers Information Pack was not introduced as part of year 1 of the Legacy Careers Project, but will be introduced in 2014.

LESSONS FROM THE AIMS AND OBJECTIVES

The review of the findings from the objectives of the programme and evaluation aims raised a number of issues for future programme design and measuring the impact in future evaluations. There are a number of lessons for future programme design which include:

- There needs to be a stronger focus on the opportunities offered by Queen Elizabeth Olympic Park. The introduction of the Legacy Careers Information Pack in 2014 will go some way to achieving this but it needs to have a strong focus on the opportunities offered by Queen Elizabeth Olympic Park with case studies and examples from the venue.
- Programme design also needs to consider how to reinforce the message that students can benefit from the job opportunities offered by the Park. This could include: more activities, videos and case studies drawing down examples of activities in Queen Elizabeth Olympic Park
- The London Legacy Development Corporation and local employers and partners involved in the project need to be more involved in demonstrating the opportunities to students by either interacting with students on more of the days of the programme or providing video's showing the different opportunities available.
- Teachers also need to be better informed about the opportunities and careers advisers within the schools, through possibly a tailored Legacy Careers Information Pack for each group so they can maintain students' awareness during and after the project.
- Future programme design should also consider developing existing activities that link more closely with the career opportunities offered by Queen Elizabeth Olympic Park. This would be particularly beneficial for activities relating

to skills development. For example the interviews with employers on day four could allow students in future to choose careers in their application forms from opportunities available from the Park. In addition there needs to be a more explicit explanation to the students of the value of each of the activities on how this will benefit their career and education choices.

The lessons learnt for future evaluations include:

- Evaluations will need to have a greater focus on measuring students' knowledge of and awareness of Queen Elizabeth Olympic Park and the career opportunities available. This could be achieved by survey questions at the beginning of the programme that measure students current level of knowledge about the opportunities and a survey at the end of the programme to gauge how much this has been developed.
- Similarly to measure skills development throughout the programme there should be specific questions at the start of the programme that measure students level of knowledge and confidence and these should be repeated at the end of the project to better gauge the level of improvement.
- Although there was clear evidence of progress by students relating to engagement, skills development and career purposefulness, there is also a need for a longitudinal evaluation to fully measure the programmes impact on students educational and career progression. This can be achieved through focus groups and surveys with this cohort and future cohorts to measure the longitudinal impact.

DEVELOPMENTAL RECOMMENDATIONS

The programme seems to be working well. At this stage there is no indication that radical changes are needed should the programme run again. However, there are areas where tweaks to provision or process could enhance delivery. To support this, the evaluation makes recommendations to inform future delivery:

1: VENUE.

The physical design and capacity of the spaces in which the programme takes place has an impact on the success of the programme and needs to be carefully considered and managed.

Although extensive planning had occurred from the inception phase a number of participants raised concerns about the venues chosen by their schools to hold the events. This was particularly the case for George Green's Secondary School where the venue was too hot (on one of the hottest days of the year) which detracted from the students' experience. The feedback demonstrated that the design and layout of breakout rooms is important. The evaluators observed that having multiple groups completing exercises in the same room without proper dividers made communication and concentration difficult. Having separate breakout rooms would alleviate this issue. However this issue is closely linked to recommendation

2: GROUP SIZE.

The size of the overall cohort for each day and of the individual teams within each day need to be carefully considered. In general the evidence suggests that reducing the size of groups would enhance the learner experience.

The evaluators, team leaders, teachers and to a lesser extent the students expressed concern about the number of students taking part in the programme and the size of the groups when divided into teams.

The evaluators and teachers both raised concerns about the size of groups in the assembly making it difficult for all students to hear. The size of the groups was also raised as an issue by teachers (especially George Green's Secondary School who believed the overall groups should not be over 100 students). In addition having smaller groups would allow smaller teams, where it was felt by both evaluators and teachers that teams over 12 discouraged all students from engaging fully in the process. One teacher believed that team sizes of 8-10 worked best. The concern about group size was acutely raised as an issue by team leaders who believed the students behaviour, enjoyment and learning would be enhanced by having smaller groups.

3: THE TEACHERS' ROLE IN THE DAY NEEDS TO BE MORE CLEARLY DEFINED TO ENSURE THAT THEY CAN CONTRIBUTE EFFECTIVELY.

Some of the teachers appeared to see their role as simply managing the pupil's behaviour, whereas others took an active part and engaged with the activities. Having teachers as evaluators during the exercise to create a business worked well as it improved their engagement. Good practice was observed when one teacher encouraged the pupils after the demonstrations to assess each other's pitches and reflect on their own practice. However, it could be argued that greater direct teacher involvement could detract from the outside classroom activity based activities. Some team leaders expressed the view that having more teachers present would improve student behaviour and enhance their experience. Clearly it would be worth considering the role of teachers in the overall programme.

4: MORE TIME FOR STUDENT ACTIVITIES.

There are times when students perceive that there is insufficient time to successfully complete the activities that comprise the programme.

There is a need to consider how programme sessions could be lengthened to provide further time for student activities. Clearly this will have a knock on effect for wider programme design. A number of students and team leaders raised concerns about not having enough time to complete the tasks on all days of the programme. As this is a learning experience for the students this in itself is not a reason to change the programme, but future design should consider how to best manage time for students to complete exercises.

5: CLARIFYING TIMETABLES WITH SCHOOLS.

To avoid misunderstanding that can impact negatively on programme delivery it is important that schools and programme delivery staff have clearly agreed timetables for each day and that both parties stick to these.

This is a lesson for the initial engagement with schools about the duration of the programme. There was anecdotal evidence of late changes by schools to the duration of the programme for students which makes planning for the Future Foundations facilitators difficult and has an impact on the students' learning experience and enjoyment. Keeping to an agreed timetable would alleviate this.

6: MANAGING BEHAVIOUR OF STUDENTS.

Some participants raised concerns about the behaviour of some pupils in the project. Given this there may be value in establishing a clearer policy on managing pupil behaviour.

As suggested above, smaller groups, better venues, and a clearer role for teachers would all help to improve pupil behaviour. However the main issue is how Future Foundations facilitators manage the system and a policy would facilitate this. The policy would need to emphasize that teachers have the lead role in managing pupil behaviour. However, one FF facilitator recommended a need for a more consistent policy to manage pupil behaviour, possibly through a yellow and red card system where repeat offenders are removed from the group. This could become a programme wide policy and link with a project-wide league table of team's scores, thus encouraging individuals to behave in order for their team to succeed.

7: TEAM LEADERS TRAINING AND INFORMATION.

Team leaders requested more training at the start of the programme and more information before each day of the programme for each day.

While the vast majority of the team leaders indicated that they believed they were adequately trained to complete the programme. Qualitative feedback indicated a lack of confidence and apprehension before each day as they did not have a clear idea of what they would be doing. An information sheet explaining the activities of each day and the team leaders role would help alleviate their concern. With more time in the planning phase, an off-site training day could be delivered before the programme which would help the team leaders to understand their role and their responsibilities.

8: THE KEY ROLE OF THE COURSE DIRECTOR AND FF FACILITATORS.

Qualitative feedback and observation highlighted throughout that the Course Director role and particularly the skills and charisma of the current Course Director were vital to the success of the project. In addition it was observed by the evaluators and supported by team leader feedback that is unlikely that team leaders supported solely by teachers would find it difficult to manage the students throughout the programme. In particular it was felt that they would require additional support from at least up to day three FF facilitators and /or training for teachers to lead facilitate the overall programme.

BUILDING SUSTAINABILITY - DEVELOPING THE PROGRAMME FOR THE FUTURE

These promising findings suggest that there would be value in exploring how the programme could be sustained and extended. In order to achieve this it may be useful to consider some of the following questions.

1. HOW CAN FUTURE COHORTS OF STUDENTS IN THE OLYMPIC PARK AREA HAVE ACCESS TO SIMILAR OPPORTUNITIES?

Schools, funders and Future Foundations should consider how future cohorts of students could have access to similar learning opportunities. This may mean identifying additional funding as well as supporting the schools to become more self-sufficient in the delivery of such programmes.

2. HOW CAN THE MODEL DEVELOPED FOR THE LEGACY CAREERS PROJECT BE DEVELOPED FOR SCHOOLS ACROSS A WIDER GEOGRAPHICAL AREA?

The project's funders and Future Foundations will need to consider how the existing project and project feedback can be used to promote the approach developed to other schools. There may be value in providing a handbook or detailed guidance in addition to the information pack being produced in 2014 that can be utilised

elsewhere. Furthermore, additional thinking is likely to be needed about how to link career education programmes to other local areas in the way that is facilitated by the development of Queen Elizabeth Olympic Park in East London. A starting point could be the areas of the project that were particularly valued by students within this evaluation. The data and feedback revealed the highest learning and enjoyment from activities which involved group work, team working and confidence building. The plenaries, Big Challenge and the employer interviews received the most positive feedback by students and so must be maintained and in the case of employer involvement further developed as a starting point in the future design of a programme.

3. HOW CAN THE MODEL BEST BE SCALED UP WITHOUT CORRESPONDING INCREASES IN COSTS?

It is anticipated that there could be a considerable demand for career programmes along the lines of the Legacy Careers Project both from those schools that have already participated and from new schools. In light of this it is important that consideration is given to how this scaling up could take place. It is clear from the current programme that the schools are not ready to deliver such programmes directly. The evaluators have concluded that as a minimum Future Foundations

would either need to train and support the development of teachers to become course directors and facilitators. There would therefore be value in considering how such programmes could be funded, made more efficient or costs shared more widely. For example, is it desirable to train teachers to act as facilitators for the programme or to attract funding from employers to run such programmes? Further partnerships could be created with local universities enabling university students to take on mentorship roles which could allow increase dissemination. The development of the final competition and sharing of best practice could also be an important pivotal element to help encourage schools to invest further resources in the programme.

4. CAN PARENTAL INVOLVEMENT BE INCREASED?

Parents represent a major resource for young people's careers. This is particularly true where the parents of pupils from a whole school are brought together to provide input. Given the community context which the Legacy Careers Project is situated, this seems a logical area in which the programme could be developed. There is evidence that the parents were consulted in the initial inception where the project was explained to them and their permission for their children to attend was sought. However, there was no evidence of continued engagement through the programme as parents were not invited to the final celebration due to a lack of capacity of the venue. For future programmes it would be useful to send out evaluation forms to parents to gauge their level of understanding of the project and to further measure the impact on their children. It would also be of value to consider inviting parents to observe the children for the presentation on day 2 similarly to day 5 and the way that employers from Queen Elizabeth Olympic Park were engaged in the project. Future Foundations believe a community final within the Park with increased capacity could add a lot of value to future programmes by allowing parent involvement.

5. CAN THE PROGRAMME BE RUN IN THE EXISTING SCHOOLS WITHOUT THE SUPPORT OF FUTURE FOUNDATIONS?

The evaluation concluded that the programme benefited from the course director role and the skills and charisma of the current course director were vital to the success of the project. In addition it was observed that it is likely the team leaders supported solely by teachers would find it difficult to manage the students throughout the programme. In particular it was felt that they would require additional support for at least days one to three, or training for teachers to facilitate this. Future Foundations need to explore what level of support and training they can offer to schools for the future development of the programme.

6. HOW SHOULD EVALUATION BE DEVELOPED AND EXTENDED?

The evaluation suggests that students may be experiencing an intervention that has profound impacts on their career. There would be value in building in a more longitudinal evaluation of impact to explore how the levels of engagement and career purposefulness identified in this evaluation translate into post programme behaviours and outcomes. However, it is considered by the evaluators that future evaluations should be streamlined as the falling response rate across the programme suggests that students and facilitators struggled to complete and administer the current level of surveys. Nevertheless, it was felt that the observation of the programme was invaluable in both understanding and evaluating the project in year 1 to help with formative recommendations for future development of the programme.

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APPENDICES

The Appendices are presented in a separate document and include the methodology and a more detailed explanation of main elements of the project which includes:

- Delivery the five days of the programme
- Celebration event
- Team leader role
- Brightside's online mentoring platform evaluation

