

Evaluation - Online CEIAG Platforms



Cumbria Collaborative
Outreach Programme



During phase 1, Hello Future provided eligible schools and colleges in Cumbria with funding to support CEIAG. We invested a total of **£233,474**. This support was welcomed by schools and colleges to assist in meeting statutory career guidance requirements. **£99,511** was used to enable schools and colleges to access online CEIAG platforms.

Our initial investment aimed to fulfil gaps in existing CEIAG provision and provided opportunities for schools and colleges to experiment with different resources to assist them in making informed decisions on the interventions they want to fund in the future. Schools and Colleges used the fund to access different CEIAG platforms including Unifrog, Cascaid Kudos, START and U-Explore. Members of staff from **16** schools and colleges responded to the survey. All said they had engaged **parents and carers** by facilitating access to a platform.

10,411

Cumbrian learners
accessed an online CEIAG
platform.

Walney School

unifrog

Years 9,10,11

400 learners used the
platform **20x** in the year

Caldew School



Years 7,8,9,10,11,12,13

On average they used the
platform between **5-10x**

Lakes College



Years 12,13

852 learners used the
platform **3x** per year

Workington Academy

unifrog

Years 7,8,9,10,11,12,13

800 learners and a
minimum of **10x** per year

Beacon Hill School

unifrog

Years 7,8,9,10,11

129 learners used the platform
more than **6x** per year

Nearly every school and college who benefitted from access to a platform described how their learners accessed the provision in their own time.

Schools and colleges encouraged learners to access a platform in their spare time. Self-initiated use of the service was more encouraged for the older learners in the cohort.

Furness Academy



Years 8, 9, 10, 11

450 learners used the platform 4-5x per year

Newman School



Years 7, 8, 9, 10, 11, 12, 13

500 learners using the platform 2-3x per year

Chetwynde School



Years 7, 8, 9

200 learners used the platform at least once in the year

St. Benedict's



Years 7, 8, 9, 10, 11, 12, 13

1100 learners, increasing usage by age group. KS5 weekly and KS3 fortnightly

Nelson Thomlinson



Years 7, 8, 9, 10, 11, 12, 13

1250 learners used the platform 5-6x per academic year

UCC



Years 9, 10, 11

700 learners used the platform 6x per year

St Josephs



Years 7, 8, 9, 10, 11

700 learners used the platform 5x per year

William Howard



Years 7, 8, 9, 10, 11, 12, 13

1400 learners, at least 2x per academic year

Richard Rose Morton



Years 7, 8, 9, 10, 11

700 learners used the platform 10x per year

Richard Rose Central



Years 11, 12, 13

150 learners used the platform 10x per year

Energy Coast UTC



Years 12, 13

80 learners, 40x per academic year

CEIAG Platforms - Learner Impact



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Examples of how learner's have successfully used a CEIAG platform to increase knowledge and/or pursue further education.

“Child previously intent on L2 Beauty course is now on a L3 Apprenticeship.”

“A student wanting to progress into medicine, initially researched this area using U-Explore, once she had gained knowledge and understanding of this sector, she had the confidence to progress to taster days/events offered by NHS.”

“Student leaving in year 11 had access to information regarding an apprenticeship, he had applied for it and was successful. But because of Unifrog he searched again and found that he was able to apply for a higher level qualification in the same area/field.”

“One student had absolutely no idea what he wanted to do before Kudos. He then researched careers on Kudos. Went to an event at Newcastle University and now knows that he wants to do A levels and then study at University.”

“A student who was thinking about a career in healthcare used START to explore different options and having originally thought she was most interested in nursing, she decided that Radiography was going to be her first choice for a career.”

“We have one student who was completely stuck on how to write a letter of application for an employer project that takes places at our school. We advised her to use Unifrog in the first instance - two days later she returned with a good first draft of a letter and as a bonus, a much improved CV!”

“Increase in university applications since implemented, learners aware of where to find information on careers and next steps. Increased use of super-curricular activity in KS5 using MOOCs and 'Geek it out' sections - this has led to improved personal statements and increases in offers at competitive universities. KS4 using the platform to create CVs and are engaging in applying for part time work. Learners being able to look at a range of courses split into different groups and filter appropriately. Increased knowledge of LMI using apprenticeship search tool for example.”

“So one disengaged learner; many meetings with them. Used START to begin narrowing down options. Completed 'About Me' and 'My Activities' sections. There was evidence of wanting to do something sports related - which had not previously been expressed as an option. However the likes and dislikes and job suggestions START was providing was telling a different story to the YP presenting. As we explored he then related to an available course at College which he had never thought about previously. He eventually attended an interview and was accepted on the course.”

“A student joined us from another school. She had never used Unifrog before and was unaware of its uses. She has used Unifrog for the following: • Templates for Personal Statements, CVs and covering letters • Preparation for Yr13 Mock interviews with employers • Widened her search of courses: Project Management/Business & marketing/Textiles & Fashion/Civil Eng/Education/English/Journalism/Graphic Design/History/ICT/HR/Legal services • Researched UK apprenticeships other than in STEM • Researched UK universities that offer apprenticeships • Researched universities abroad that would work financially for her • Matched her own skills to those necessary for each career of interest • Did an online course on Business Fundamentals of Project Management to gain knowledge to support future applications. Also used this knowledge to help her peers with their Business Studies work. She whole heartily recommends the use of Unifrog to inform learners about their future choices and those choices that they have not considered previously. It is very useful that all these resources are in one site and that it enables to manage and sort information in a variety of ways depending on what is important to learners. The student only has one reservation about Unifrog: Unifrog does not have a spell checker; therefore, documents have to be created in word and then cut and paste them onto Unifrog.”

Improving Careers Access Provision

We asked

Has access to an Online Careers Platform improved the careers provision of your school/college?

5

Agree

11

Strongly Agree

Enabling New IAG Provision

We asked

Has access to the Online Careers Platforms enabled teachers and advisors to provide their learners with Information Advice and Guidance they would otherwise not have had access to?

3

Agree

13

Strongly Agree

School and College Endorsement

We asked

Would you recommend that other schools and colleges use an Online Careers Platform?

3

Agree

13

Strongly Agree

Reduced Access Impact

We asked

Will being unable to access an Online Careers Platform negatively impact the provision of Careers IAG for your learners?

1

Disagree

4

Agree

11

Strongly Agree

Given that CCOP can no longer fund the Online Careers Platforms in Phase 2, what impact do you anticipate this will have on your school/college careers provision? Verbatim Responses Presented.

- "It is a valuable resource that is firmly embedded into the curriculum."
- "That we will not have access to Unifrog."
- "Our Multi Academy Trust have agreed to fund, but without it there would be a negative impact."
- "We have purchased out of another budget in school for this year but this has left us with less money to do other careers work."
- "Significant in that provision will now be less substantial with a significant resource gap."
- "This will seriously impact the provision offered. Learners will lose data and will not have up-to-date impartial information at their finger tips which records their searches and activities and interactions."
- "Financial, as we have spent a lot of time and resource to get this started so we will definitely be continuing with our contract."

- "We have negotiated a two year deal for reporting directly with START."
- "We will continue using START."
- "We will only be able to buy the free version which does not allow bulk uploading of learners or provision of various reports."
- "The quality will reduce and the staff workload will increase."
- "We will no longer have 100% on benchmarks and learners will not have access to information they need for careers."
- "I feel that it would adversely affect the access to information for the learners, making it likely that they would find it more difficult to search and collate their choices for post 18."
- "We will struggle to afford one ourselves so this will limit our completion of the Gatsby Benchmarks."
- "It will be difficult for the school to afford to subscribe to it."
- "We have decided to keep paying for it ourselves."