

# Support for Careers Leads Writing a Case Study Masterclass

## Why is a case study important?

Case studies are a recognised marketing and communications tool, but they are equally effective as a tool for evidencing and evaluating the careers activity that is taking place in your establishment. It is important that all activities are evaluated to review their impact on students and evidenced to showcase best practice and highlight the range of activities that are taking place.

### Top Tip:

Case studies are a great resource to complete and store as evidence and supporting documents for your compass results. Detailed case studies will also provide OFSTED with solid evidence of your institutes career strategy.

Centrally, the Worcestershire Careers Hub delivery team use case studies as exemplars of good practice within the local network and both regionally and nationally. With this in mind, it is important that we collect the relevant information. This document aims to support you in writing a standout case study in order to ensure your educational establishment is getting the recognition it deserves for the careers related activities carried out.

In order to ensure your case studies stands out and contains all the information required to form a strong supporting document, please consider the 3 steps below when completing the case study template.

In the write up section of the template add the following text:

## 1. Activity Aims:

Start your case study with a detailed explanation of the aims you set out to achieve through this activity.

Examples might be:

- > Increasing encounters in the curriculum
- > Increasing employer engagement
- > Raising students' aspirations
- > Raising industry sectors profiles and appeal to students
- > Providing students with LMI learning
- > Benchmark criteria specific activity (which benchmark? Which aspect of the benchmark are you aiming to address with this activity?)

## 2. Activity Detail:

Provide a detailed description of the activity carried out, points to consider could be:

- > What was the activity called?
- > What was the activity? (provide as much detail as possible)
- > Who was involved? (if employers or external providers supported the activity- who were they? How many did you invite? how many attended?)

## 3. Measure and Impact

It is important to record the success of the activity and how this was measured, also consider what impact the activity or encounter has had on the targeted students.

Highlight what is different as a result of the case study and consider the following:

- > Impact on benchmark progress
- > Impact on participating student's skills and knowledge
- > Feedback from participants and stakeholders
- > Compass progress results

## What went well and what could be better?

Highlight your reflections on the activity, what went well and what would you do differently if the activity is repeated?

## Quotes from participants:

Please provide quotes from participants, ideally one from each of the types of participants involved. Quotes are useful for PR and comms purpose but are equally helpful in creating a sense of the value of the encounter or activity for those involved and raising the profile of those involved.

Don't forget to add pictures and use social media platforms such as twitter to further promote the activities taking place within your educational establishment. Tag us in your tweets! @CEC\_Worcs

Please send your completed case studies to your Enterprise Coordinator in order for them to share and promote accordingly.

# CASE STUDY

## DATE

20.01.2025

## SCHOOL

Newbridge

## DISTRICT

Worcester

## EVENT/ACTIVITY NAME

Heart Of Worcester College - Duckworth, Malvern, St Dunstons

## NUMBERS ATTENDED

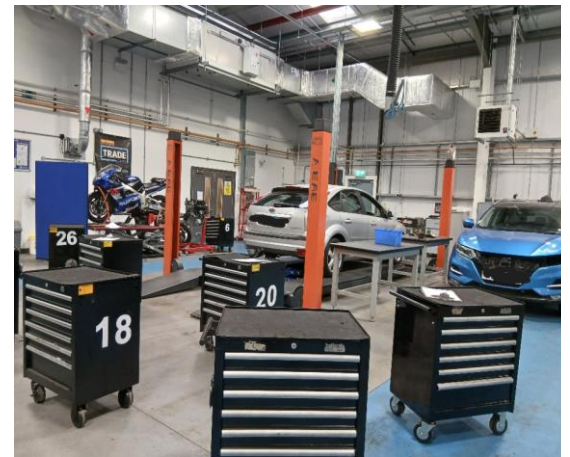
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## WRITE UP (Activity Aims)

Engage Yr 11 students in an opportunity to visit several HoW campuses to see what facilities are available and to get a feel for what college life looks like in a mainstream setting.

### Learning Intent(s)

- To find out if this college/campus meets their learning needs
- To speak to staff about the courses and entry requirements
- To see what a college day looks like



## WRITE UP (Activity DETAILS)

We visited three of Heart of Worcestershire College's campuses most local to Newbridge School and influenced by the pupil views and Action Plans of our year 11 students.

We met with staff members and observed students.

Students listened to short talks from college staff about Hair and Beauty, Plumbing, Automotive, Bricklaying, Painting and Decorating, and Carpentry courses across all three sites. Students were encouraged to ask questions regarding their own needs and interests, and what job opportunities they could expect to access following their chosen course.

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## WRITE UP (Measure and Impact)

Informal discussions with students were had on the drive back to school, these discussions were followed up in more detail during formal careers lessons and in one to one careers meetings with our independent careers advisor.

This information was feedback to SLT, Governors, and parents/carers.



### Future Goals:

To split the main group up into smaller groups, and to visit the different campuses on different days to allow our students to get the most out of the visit without becoming distracted or overwhelmed by too many people or trying to take on too much information at once.

## WRITE UP (Quotes from participants)

### Feedback from staff and Yr11 Students:

'Very interesting, I didn't want to leave'  
'lots of equipment, good facilities'  
'it took too long'



### Feedback in lessons and Careers Meetings:

#### Students:

'It has made me rethink my choice of course, I really liked the equipment.'  
'I didn't realise how close it was to school'

#### Staff:

'A really useful trip for our students, great talks and lots of information for them to think about'

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