# Getting to the bottom of the destination data requirement

Many schools get stuck on fulfilling the destination data requirement of Gatsby Benchmark 3. Helen Hill, Careers Leader at The Misbourne School, has kindly shared the case study below demonstrating how her school has achieved it.

When the Careers & Enterprise Company launches the new version of its evaluation tools in September, enabling Compass to be integrated with management information systems like SIMS, this will become even easier to manage. Your Enterprise Coordinator will advise nearer the time.

Before you read the case study, it’s worth bearing in mind the wording of this aspect of Benchmark 3. Gatsby says: “Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school.”

The CEC has clarified this, saying:

1. Schools should put systems in place for collection (rather than immediately have all tracking in place).
2. These systems should show how the data is used to evaluate and improve the careers programme.
3. Schools should track:
	* for 3 years from end of year 11 whether or not they leave the school;
	* for up to 3 years from end of Year 13 (or equivalent). If 3 years isn’t possible – for as long as possible up to 3 years.

Why? This is because:

* The advantage of engaging with intended destinations data before a student leaves your school is that you can still provide guidance to students based on their choices and ensure that they are making informed decisions.
* Collecting information on students can help schools keep in contact with past students, thus building their alumni networks (which can be useful in supporting future students and improving the school’s knowledge and understanding of the labour market).

**CASE STUDY: HOW TO FULFIL THE DESTINATION DATA REQUIREMENT OF BENCHMARK 3**

*By Helen Hill, Careers Leader, The Misbourne*

There are number of ways we collect destination data on students at The Misbourne. The following combination has proved useful.

1. Collecting information on intended destinations
2. **Buckinghamshire County Council (BCC) – What Next questionnaire**
BCC asks all schools to get their Year 11 students to complete a ‘What next?’ intended destinations form before the end of May. This request goes out via their 'The School Bulletin' publication. To get on the mailing list, email webcontent@buckscc.gov.uk asking to be included. The contact at BCC is Helen Lee,hlee@buckscc.gov.uk, CCIS Manager, Business Intelligence & Insight within Children’s Services.
3. **The Misbourne What Next Form for Years 11 & 13 students (Office 365 forms**)
We have devised our own form for students which asks for more detailed information. You are welcome to duplicate this form and adapt it for your own use: <https://forms.office.com/Pages/ShareFormPage.aspx?id=Ir0FvGDHCk6u9f1Tl4tASK98556ifUtJusWmSb5MJLhUMjAyV1JCSDJWMjlSNjFHRVVMRVAzODdKTyQlQCN0PWcu&sharetoken=wQ30Uwq3H150DxfNkL1P>
4. **The Misbourne Personal Guidance Feedback (Gatsby 8) (Office 365 forms**)

The form we’ve devised for getting feedback after one-to-one personal guidance also asks students questions about their intended destinations. You are welcome to duplicate this form and adapt it for your own use: <https://forms.office.com/Pages/ShareFormPage.aspx?id=Ir0FvGDHCk6u9f1Tl4tASDMvHeqiFrRHrqqvjJtGKyJUREdERk9XNlpRQUNJSDgyUE1QUFQ2UTJLMy4u&sharetoken=AZCMEuYIAGn06wJKE3HL>

1. **The Misbourne Annual Student Careers Survey (Office 365 forms)**We send out an annual questionnaire to ask our students what they think about our careers programme and again, include questions asking them what careers they would like to pursue: <https://forms.office.com/Pages/ShareFormPage.aspx?id=Ir0FvGDHCk6u9f1Tl4tASDMvHeqiFrRHrqqvjJtGKyJURFYxS1pCWUNJVU1BQjFOVldWREozR1pMVC4u&sharetoken=86gnWYjQryoeFfmq2J6m>

**What we do with the data:**

Once you’ve gone to the effort of collecting this data, it has all sorts of uses:

* highlights which students require a one-to-one careers appointment with Adviza
* highlights which students require additional support from the school
* What Next? questionnaires enable Bucks County Council to plan further education requirements
* helps plan future careers events: we can target specific professions and students
1. Actual destinations
2. **LinkedIn Alumni**
Year 13 complete a LinkedIn workshop in the Spring term and learn how to set up a LinkedIn account, ensure their security setting are in place and link with The Misbourne page as an alumnus. Have a look at who has linked to us here <https://www.linkedin.com/school/the-misbourne-bucks/people/>. If you haven’t already got a LinkedIn company page for your school, [find out how to create one here](https://www.linkedin.com/help/linkedin/answer/710/creating-a-linkedin-page?lang=en). Just select ‘educational institution’ for the page type.
3. **Ongoing destination data capture**
After sending out the initial questionnaires to students leaving in Years 11 & 13, we then follow up with the following form for the next two years (so that we attempt to capture – as far as possible – 3 years of leavers). Again, this is done using an Office 365 form and you are welcome to view and duplicate it: <https://forms.office.com/Pages/ShareFormPage.aspx?id=Ir0FvGDHCk6u9f1Tl4tASDMvHeqiFrRHrqqvjJtGKyJUOUM3OVY3QzVMSDFVMEtUNkY2TTdJMzdGUC4u&sharetoken=l8YYy8bQMZoA2Y9HTX1P>
4. **Buckinghamshire County Council data**
We get data back from BCC shows us which educational establishments our Year 11s have gone on to and provides one year of data. We still try to track the next two years ourselves.

**What we do with the data:**

1. Analyse any NEET data and offer careers advice and guidance support to them and their parents.
2. Review where our students are going after Year 11 and what they are studying to ensure that we have the right subject mix in Sixth Form.
3. Ask students to come back to support careers events going forward (a number have offered support through LinkedIn).
4. Ex-students are also offering work experience / apprenticeship opportunities through LinkedIn.
5. Current students have used the LinkedIn alumni to gain advice on personal statements and gain an insight into specific company interview processes.
6. Provide destination data to current students / parents to raise aspirations.
7. Celebrate success of past students e.g. assemblies in Careers Week to raise aspirations.