

# Higher Education Careers Coaching: Impact Evaluation 2023/24

## Background

### What's the project all about?

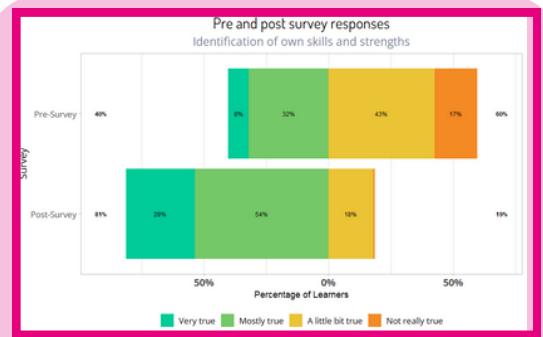
Two 1-1 sessions with a career coach - in the first, learners consider their skills, set a goal and identify steps to achieve that goal. In the second session they reflect and evaluate their progress.

### Why will this work?

Available literature widely supports the idea that careers coaching will increase learners' self-efficacy.<sup>1-4</sup>

Goal setting activities are linked to increased self-efficacy<sup>5</sup>, and are commonly used to develop<sup>6</sup> self-regulated learning skills.

## Findings



There was a particularly clear positive impact on **identification of skills and strengths**.

**"I think maybe [the learners] gained an insight into what they actually wanted, their preferences, that they probably wouldn't have got otherwise."**

- Careers Coach

## Recommendations

- 1 Provide guided opportunity for learners experiencing inequality to reflect on their skills and strengths as part of their planning for the future
- 2 Include follow-up reflection opportunities as part of goal-setting exercises
- 3 Embed goal-setting and reflection exercises into existing access programmes
- 4 Include HE careers coaching within the remit for future access programmes, such as regional access partnerships

### References

1. Molyneux J. The role and effectiveness of coaching in increasing career decision self-efficacy, outcome expectations and employability efforts in higher education students. 2018.
2. Rashidi *et al.* The effectiveness of strengths based career counseling on career exploration, self-efficacy and dysfunctional career thoughts in unemployed female graduates. 2021.
3. Armstrong *et al.* Executive coaching effectiveness: a pathway to self-efficacy. 2007.
4. Falco *et al.* Improving career decision self efficacy and STEM self efficacy in high school girls. 2019
5. Schunk DH. Self-Efficacy for Reading and Writing: Influence of Modelling, Goal Setting, and Self-Evaluation. 2003.
6. Martins van Jaarsveld G *et al.* Goal setting in higher education: how, why and when are students prompted to set goals? A systematic review. 2025.

- 1 Learners made significant progress towards the intended outcomes as a result of taking part in HE careers coaching
- 2 Learners experience internal locus of control as a result of setting and achieving goals
- 3 Many learners think deeply about their skills and how to build on them after engaging with coaching resources and support
- 4 Some learners increased their understanding of what is right for them through the experience of setting an unrealistic goal and reevaluating it
- 5 Learners are proactively taking steps to increase their ability to progress to HE by setting and achieving goals related to their schoolwork and/or future

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p<0.05 was used as the threshold for statistical testing throughout.