



Tranche 3 Impact Report Executive Summary: Careerpilot Sessions

Introduction and Aims

Throughout Tranche 3, Next Steps South West (NSSW) staff worked across Cornwall, Devon, and Somerset to deliver Careerpilot sessions to around 9000 target and non-target students in years 9-13 across 56 target schools. All sessions were designed around the Careerpilot website, an award-winning online resource that provides free, impartial information and support on the many routes to higher education (HE) and higher-level study. NSSW offered two Careerpilot sessions to schools:

- Job Sectors – delivered to Key Stage 4 students (primarily in Year 9), with a focus on exploring different job sectors and understanding how HE relates to career opportunities.
- HE Skills Mapping – delivered to Key Stage 5 students (primarily in Year 12), designed to help students identify and record skills and experiences relevant to progression into HE.

Delivered in computer suites at target schools, and with the support of Student Ambassadors (SAs) to facilitate conversations around HE and career planning, all sessions were led by NSSW Institutional Officers (IOs) and County Outreach Officers (COOs), and were offered to whole year groups in target schools. Focusing on introducing students to the Careerpilot resource, whilst exploring potential career routes (Job Sectors) and transferable skills linked to HE and employment (HE Skills Mapping), sessions helped students to address the barriers of Knowledge of HE, Soft Skills, and Socio-economic factors affecting HE progression.

Careerpilot Impact Evaluation

1115 impact evaluation surveys were collected throughout Tranche 3 for both Careerpilot interventions. After cleaning, this sample was reduced to 1064 surveys for data analysis, comprising 806 'Job Sectors' surveys and 258 'HE Skills Mapping' surveys. The following sections present a summary of the key findings from analysis of this data.

Job Sectors Session (Key Stage 4)

Data collected for this session indicates that students found it beneficial for career planning, increasing their understanding of job sectors, career options, and graduate opportunities.

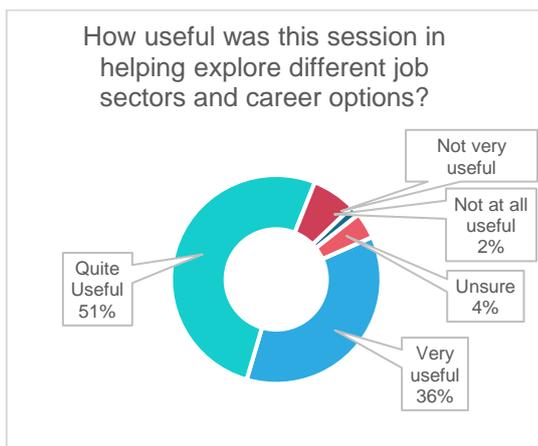


Figure 1 – Usefulness of Job Sectors session

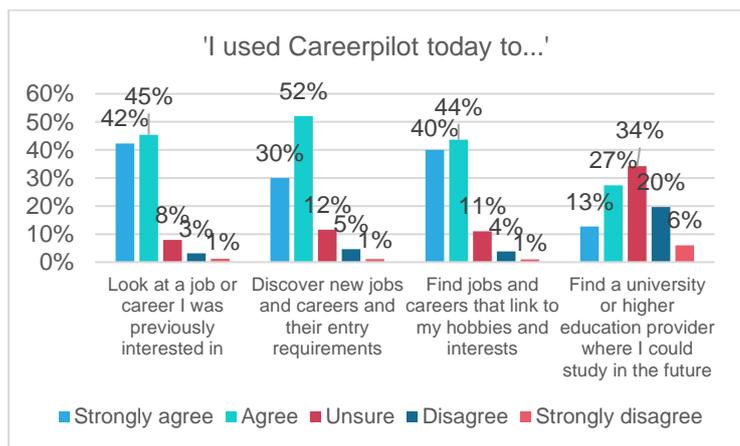


Figure 2 – Students' use of Careerpilot

Key findings from the data in Figures 1 and 2 include the following points:

- The significant majority (87%) of respondents found the session useful in helping them to explore job sectors and career options.
- 87% of respondents agreed that that Careerpilot had helped them research jobs in which they had already been interested.



- Perhaps more significantly, 82% of respondents agreed that they had discovered new careers and their entry requirements through Careerpivot. This indicates that the session may have raised students' aspirations for their career plans, broadening their understanding of the different career routes and job sectors available to them.
- 40% of respondents agreed that they had used Careerpivot during the Job Sectors to find a university or HE provider for their potential future study plans. From this finding it can be suggested that a number of participants may have increased their knowledge of graduate opportunities as a result of the session.
- In addition, 53% of survey respondents were able to correctly define the term 'Job sector' after the sessions. This data indicates that students are likely to have gained a broader understanding of career pathways beyond focusing on individual jobs.

Figures 3 and 4 present data relating to students' confidence in career planning after the session, and indication of how they intend to use Careerpivot in the future.

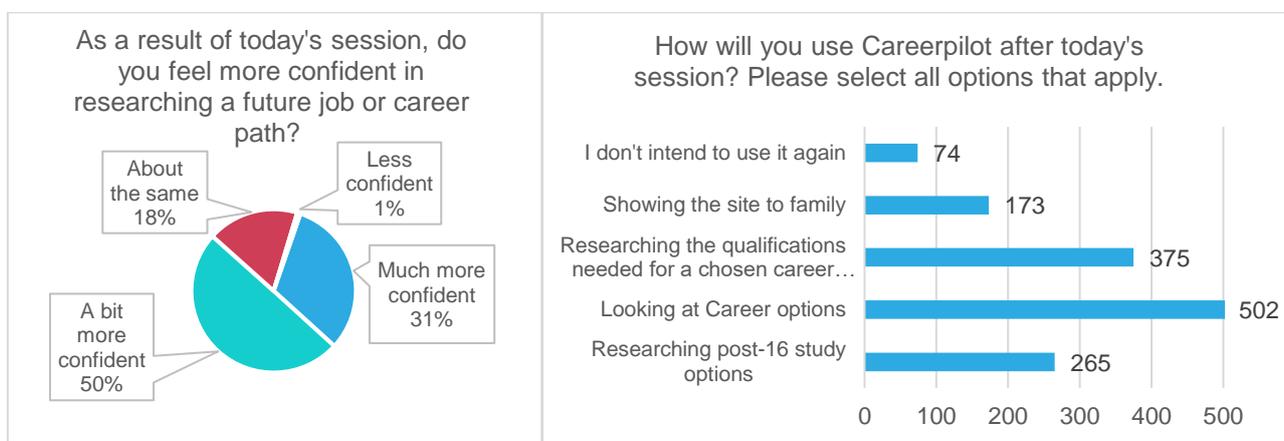


Figure 3 – Confidence in career planning

Figure 4 – Students' intended future use of Careerpivot

Analysis of the data in the figures above highlights some key findings:

- 81% of students felt more confident in researching a job or career path after the session.
- 62% (N=502) of the 806 respondents stated that they intended to use Careerpivot to look at career options. 47% (N=375) plan to use the site to research qualifications for courses or careers, and 33% (N=265) intend to research post-16 study options on Careerpivot.
- 21% of respondents (N=173) stated that they intend to show Careerpivot to family.
- This data indicates that students recognise Careerpivot as a useful tool, and that they may engage with it in the future, including sharing it with family members.

The survey also asked students for any queries relating to Careerpivot and researching their future choice, prompting 51 qualitative comments. Once analysed, this data showed that the majority of respondents (N=30) stated that they had 'No further comments' or did not provide a further comment, with 12 students highlighting specific career or job-related information missing from Careerpivot, and 3 students suggesting improvements to the website. Finally, 6 students gave positive feedback about the website and session, including the following comments:

- *'I find it easy to work with'*
- *'I found Careerpivot very useful and interesting'*
- *'Thank you for coming to see us! I enjoyed that lesson.'*

Overall, quantitative and qualitative data from the Careerpivot Job Sectors sessions indicates that the workshops are likely to have helped participants to address the barrier of Soft Skills (career planning), whilst also raising their aspirations for and confidence in their career paths and thus addressing the barrier of Socio-economic factors to HE progression.

HE Skills Mapping (Key Stage 5)

Quantitative and qualitative feedback from students who engaged in the HE Skills Mapping session suggests that this workshop was successful in supporting students with identifying and evidencing their transferable skills, particularly in relation to future HE applications.

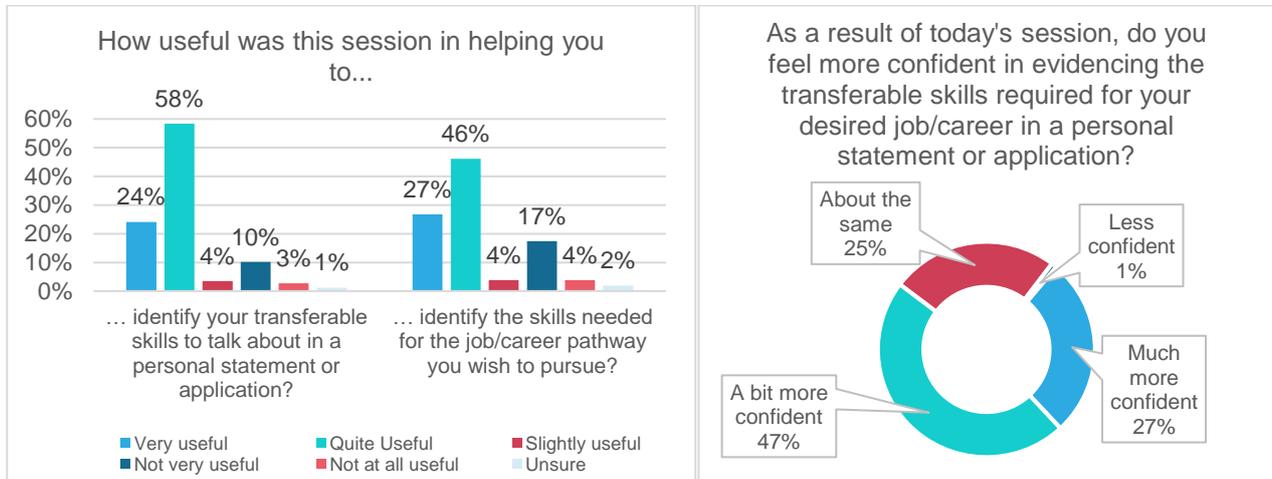


Figure 5 – Usefulness of sessions

Figure 6 – Confidence in evidencing skills

Data in Figures 5 and 6 indicates the following results:

- 86% of students found the session useful for identifying transferable skills for applications.
- 77% of respondents noted that the session had been useful in helping them identify the required skills for their chosen career path.
- 74% of respondents felt more confident in evidencing the required transferable skills for their future careers in a personal statement or job application after the sessions.
- Additional data shows that 89% of students were able to select the correct definition of the 'ABC' rule ('Action, Benefit, Course') that was taught in sessions to help students include specific, relevant examples of their skills in their personal statements.
- These findings suggest that the session provided students with an opportunity to reflect on and identify their transferable skills, using Careerpivot to link these to their planned HE study routes, and increasing their confidence in evidencing these in future applications.

As with the Job Sectors session, students were asked to indicate how they intended to use Careerpivot after the session. Their responses are shown in Figure 7.

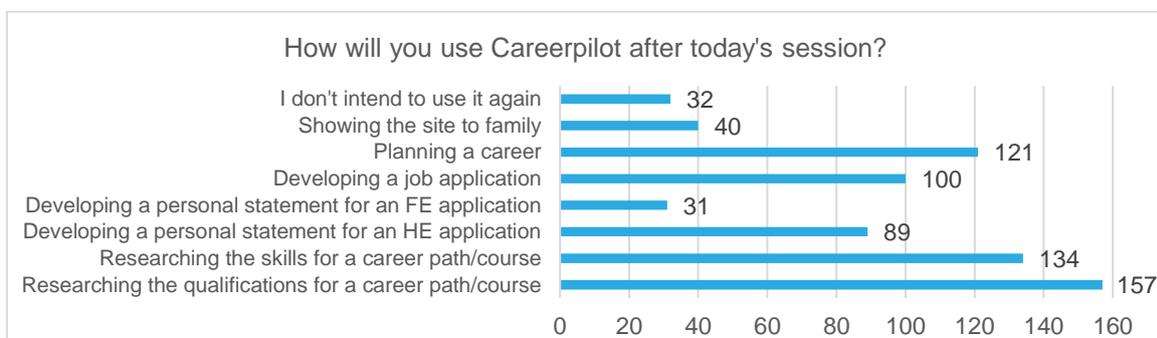


Figure 7 – Students' intended future use of Careerpivot

The following key points can be concluded from the data presented in Figure 7:

- The majority of the 258 survey respondents (61%, N=157) intend to use Careerpivot to research qualifications for a career or course, and 52% (N=134) plan to use it when researching the skills needed for their future plans.



- Almost two fifths (39%, N=100) noted that they will use the site to develop a job application, with 47% of respondents (N=120) indicating that they plan to use Careerpivot when developing a personal statement to apply for further study, either in HE (N=89) or FE (N=31).
- Data indicates that respondents acknowledged the potential value of Careerpivot to support them with future study and careers planning.

Finally, students were asked to provide any further comments or queries relating to Careerpivot and the skills mapping session. Only 10 responses were received, of which 4 provided no further comments. 4 students left positive feedback on the session, one provided a suggestion for improvement, and one gave negative feedback:

- *‘Doesn’t cover ABC’*
- *‘Do they have any visual representation of courses beyond the written list of skills needed, i.e. actual sections of courses in detail? Do they have any characterized skill-based games/quizzes?’*
- *‘Everything was explained well’*
- *‘Filled me with confidence to ask about what is needed for my future’*
- *‘Thank you!’ (2 comments)*

In summary, the data analysed for the HE Skills Mapping Careerpivot sessions indicates that the workshops met their key aims, and helped students to address the barriers of Knowledge of HE and Soft Skills. The data shows that the workshops were successful in supporting the majority of students in identifying transferable skills, providing participants with tools and resources to help them identify and evidence their own relevant transferable skills in future study and career applications.

Teacher Feedback (ISC Survey data)

In order to counteract self-report bias in the student surveys, data was also collected from NSSW In School Coordinators (ISCs) relating to the Careerpivot sessions. In three ISCs surveys conducted in Tranche 3, 25 ISCs provided feedback relating to their perception of the Careerpivot interventions and the impact of these workshops on their students (Figure 8).

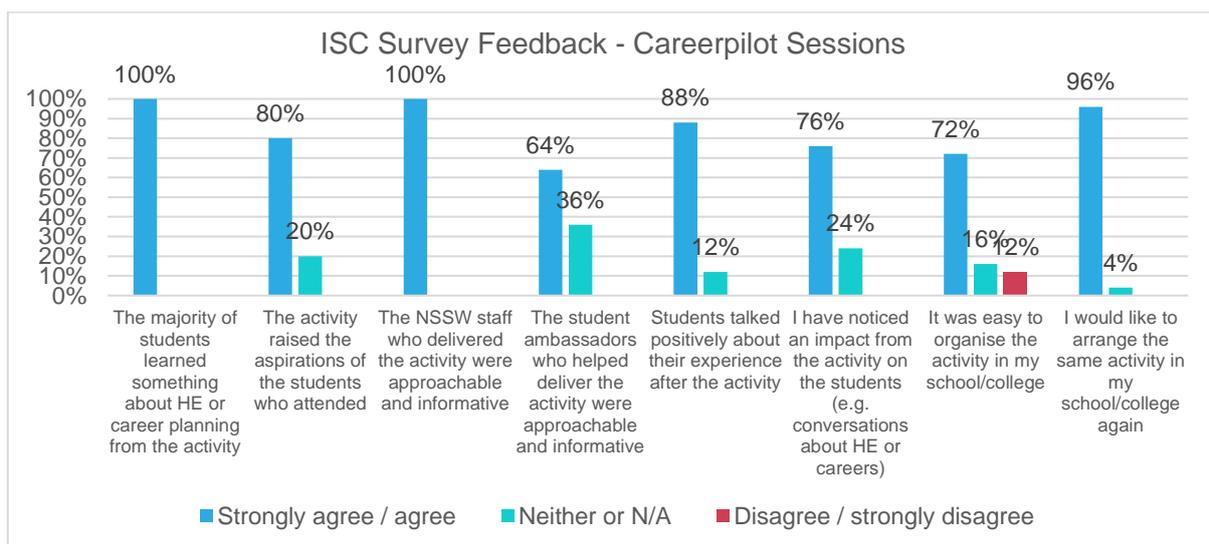


Figure 8 – ISC Survey Careerpivot sessions feedback

This triangulated data supports the findings from the student surveys in the following ways:

- 100% of ISCs agreed that students learned something about HE or career planning from the sessions, with 76% agreeing that they had noticed an impact from the activity on students.
- 80% of ISCs agreed that the sessions had raised students’ aspirations, and 88% noted that students had talked positively about the intervention.



- These results highlight the positive reception of the sessions and indicate impact on the barrier of Socio-economic factors.
- Although 12% of ISCs disagreed that the activity was easy to organise, 96% agreed that they would like to arrange the same activity in their school again. This data shows that schools value the intervention and are keen to offer it to their students.

This ISC survey data aligns with the other data analysed in this report, and qualitative comments left by ISCs further highlight the positive reception of the Careerpilot sessions:

- *'Careerpilot is a very useful resource, however, it is quite difficult to get all students together in a space with computers, therefore I now run the sessions with a few students at a time.'* (Autumn survey)
- *'The activity was delivered to whole cohort of 260 students and all learned about carer pathways and best ways to research them. The staff were brilliant and ambassadors continued discussions with students after the event. Created good discussions around careers and GCSE option choices followed up in tutor time.'* (Autumn survey)
- *'I think any activity that includes input from Student Ambassadors is invaluable to my work in school. The students can see that uni students are 'normal people' like them. They are able to ask questions and get good, helpful and honest answers. They are then able to see that they themselves could go on to HE and achieve in the future.'* (Autumn survey)
- *'Students enjoyed the skills mapping and became far more aware of how their activities relate to skills and CV building as well as improving UCAS personal statements. Staff were fantastic - enthusiastic, knowledgeable and reliable.'* (Autumn survey)
- *'Several of the students said they would use the website again. I have also shown the website to other pupils and teachers and shared it with the head of year 9 and 10 so that they could feed that on to the relevant teachers. We are currently using the website as part of our process encouraging our year 10s to find a work experience placement.'* (Spring survey)

Conclusion and recommendations

The analysis of student and ISC quantitative and qualitative survey data provides a body of evidence that indicates positive reception of and potential impact from the Careerpilot sessions delivered by NSSW staff throughout Tranche 3. In particular, the following points can be noted:

- The Job Sectors Careerpilot workshops supported students in addressing the barriers of Knowledge of HE and Socio-economic factors affecting HE progression. Students explored job sectors, careers and HE study routes, and data suggests that they increased their knowledge of graduate opportunities and careers pathways.
- Data from the HE Skills Mapping sessions indicates that these workshops addressed the barriers of Knowledge of HE and Soft Skills. The workshops helped students increase their confidence in identifying and evidencing their transferable skills, all the while supporting them to better understand how transferable skills relate to HE courses.
- Alongside suggested improvements to the website (beyond NSSW control), data indicates that students would benefit from a more explicit explanation of the term 'Job sector' in the Key Stage 4 workshop.
- It is also recommended that Tranche 4 impact evaluation surveys for Careerpilot be more clearly aligned with the session outcomes. This will allow further exploration relating to the success of the workshops in meeting their explicit aims and objectives.

Finally, it should be noted that the positive feedback on Careerpilot sessions received throughout Phase 1 has led to the creation of an additional workshop on Pre-16 Skills Mapping for Phase 2 of NCOP. Furthermore, it is hoped that recent improvements to delivery resources will ensure that students continue to benefit from engaging in workshops that introduce them to this resource, and that the sessions will further support them as they plan their next steps.