



|                                       |   |
|---------------------------------------|---|
| Activity Name                         | Careerpilot   |
| Date                                  | 374 individual dates throughout Tranche 4<br>(Sep 2019 – Jul 2020)<br>*Online delivery started from 28/04/2020  |
| Location                              | 55 target schools and colleges across Cornwall, Devon and Somerset  |
| Total number of students              | ~6500 students<br>(~5850 Y9, Y10 and Y11; ~650 Y12 and Y13)   |
| Number of target students by postcode | ~1500 students, 23% of total participants<br>(~1300 Y9, Y10 and Y11; ~200 Y12 and Y13)  |
| Schools involved in the event         | Bideford College, Bishop Fox's School, Bridgwater & Taunton College, Brixham College, Bucklers Mead Academy, Camborne Science and International Academy, Chilton Trinity, Coombe Dean School, Cornwall College, Cullompton Community College, Exeter College, Great Torrington School, Haygrove School, Hayle Academy, Heathfield Community School, Hele's School, Honiton Community College, King Edward VI Community College (KEVICC), Lipson Co-operative Academy, Marine Academy Plymouth (MAP), Mounts Bay Academy, Paignton Community And Sports Academy, Petroc, Pilton Community College, Plymouth Academy of Creative Arts, Plymouth College of Art Level 3 (Pre-Degree), Plympton Academy, Plymstock School, Pool Academy, Redruth School, Richard Lander School, Robert Blake Science College, St Boniface's RC College, St Cuthbert Mayne School, St Ives School, St Luke's Science and Sports College, St Peter's Church Of England Aided School, Stoke Damerel CC, Strode College, Teign School, Teignmouth Community School, Exeter Road, The Blue School, The Castle School, The Ilfracombe Academy, The Spires College, The Taunton Academy, Tiverton High School, Tor Bridge High, Torpoint Community College, Torquay Academy, Truro & Penwith College, UTC Plymouth, West Somerset College, Whitstone, Yeovil College |

## Contents

|   |    |
|---|----|
| Introduction .....                          | 2  |
| Aims .....                                  | 2  |
| Evaluation Design and Data Collection ..... | 3  |
| Job Sectors Session .....                   | 3  |
| HE Skills Mapping Session .....             | 6  |
| Outcomes Achieved (T4).....                 | 11 |
| Conclusion and recommendations .....        | 13 |



## Introduction

This report outlines the impact of the Careerpilot sessions that were delivered by Next Steps South West (NSSW) to KS4 and KS5 students across the South West throughout the 2019-20 academic year, which corresponds to the Tranche 4 period for NSSW.

Careerpilot sessions introduces students to an online resource that provides information and support on different routes to Higher Education (HE). Sessions were designed around the Careerpilot website, an award-winning online resource that provides free, impartial support on the many routes to higher education (HE) and higher-level study. Throughout T4, two types of Careerpilot sessions were delivered to target and non-target students in Y9, Y10 and Y12-13 across 55 NSSW target schools and colleges:

- Job Sectors (Y9 students): To support students explore different job sectors and to help them understand how HE relates to their career opportunities.
- HE Skills Mapping (Y10, Y12, Y13 students): To help pupils use Careerpilot as a tool for identifying and recording skills and experiences relevant to progression to HE.

The majority of these sessions were based in computer suites at target schools and were led by NSSW delivery team (Institutional Officers (IO), and County Outreach Officers (COOs)). Student Ambassadors (SAs), who helped facilitate activities and provided additional information regarding their experiences of HE, supported these sessions. As a key intervention within the NSSW core offer, there were some opportunities where Careerpilot sessions were offered to whole year groups in target school (i.e. Baseline Survey Collection, Assembly interventions and/or Whole day events). As a result, in T4 a mixture of Uni Connect students and non-target students engaged in sessions, enabling NSSW to support a large number of students (~6500) across the South West.

It must be noted that from 24<sup>th</sup> April 2020 onwards and due to Covid-19, Careerpilot sessions were delivered online. Hence, it is likely this change had an impact on the format and delivery of these sessions. However, the data collection for this impact evaluation report only includes responses gathered in Careerpilot sessions delivered at schools and colleges.

## Aims

The two Careerpilot sessions aim to support students to address key barriers identified by NSSW relating to their *Knowledge of HE*, *Socio-economic factors*, and *Soft Skills*. Both workshops aim to help students think about their future career plans, including HE.

- The Job Sectors session (Y9) focuses on helping younger students explore different job sectors, careers, and their entry requirements, and to encourage them to consider HE as part of their career route, including higher-level apprenticeships. As such, this session familiarises students with the 'Jobs', 'Courses', and 'Qualifications' sections of Careerpilot, and aims to broaden students' understanding of career and study routes.
- The HE Skills Mapping session (Y10 / Y12-13) introduces students to the 'Post-16 Skills Map' tool on the Careerpilot site. It helps students to use this resource to identify, evidence, and record their skills in personal statements for UCAS, college, apprenticeship and job applications.

Overall, both Careerpilot sessions aim to support students in increasing their motivation and raising their aspirations. With Careerpilot, and through discussions with delivery staff and SAs, the workshops encourage participants to reflect on their future plans, and give them tools with which to make informed decisions about their next steps.



**Evaluation Design and Data Collection**

Evaluation of Careerpivot sessions across the NSSW consortium in T4 consisted of a post-activity evaluation survey for each session type. These surveys were designed to evaluate the short-term outcomes and the progress towards medium-term outcomes of each session outlined in Table 1.

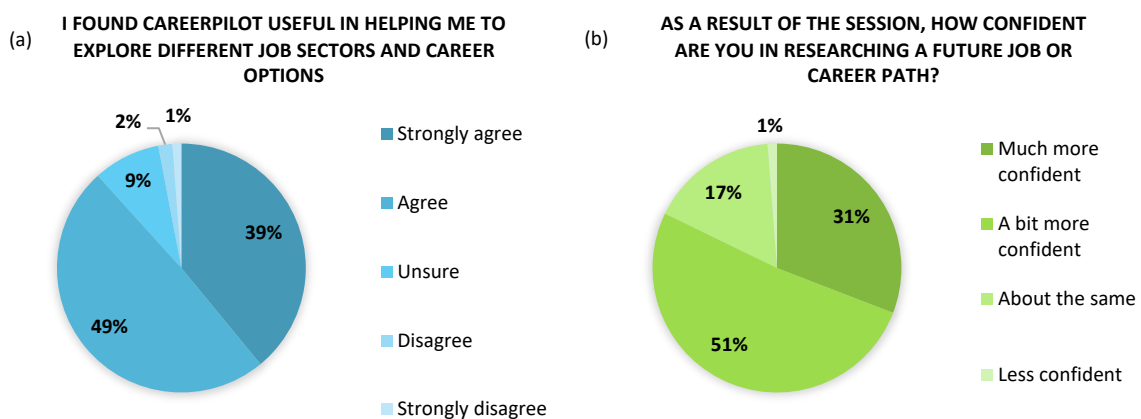
*Table 1. Anticipated outcomes for the Careerpivot sessions*

| Careerpilot session      | Barrier to HE          | Short-term outcomes   | Medium-term outcome  |
|--------------------------|------------------------|---|--|
| <b>Job Sectors</b>       | <i>Knowledge of HE</i> | Increased knowledge of graduate opportunities   | Increased understanding of benefits of HE study                            |
|                          | <i>Soft Skills</i>     | Increased understanding of job sectors  | Raised aspirations   |
| <b>HE Skills Mapping</b> | <i>Knowledge of HE</i> | Increased confidence in evidencing transferable skills for HE progression                   | Increased understanding of how to access HE courses                        |
|                          | <i>Soft Skills</i>     | Increased ability to identify own transferable skills and those required for HE progression | Increased awareness of transferable skills for future study and employment |

Impact evaluation surveys consisted of a range of questions to gather data relating to the session outcomes and the barriers with which they were aligned. In total, 2782 surveys were collected throughout T4 for both Careerpivot interventions. Three types of surveys were issued, between September 2019 and March 2020, to target and non-target students, from which 1818 surveys were from Y9 students that attended Job Sectors Sessions, and 644 surveys from Y10 students and 320 surveys from Y12-Y13 students that participated in HE Skills Mapping Sessions. The following sections illustrate the analysis of these results and the impact these sessions had in NSSW barriers to HE.

**Job Sectors Session**

Students were asked their level of agreement in relation to how Careerpivot was helping them explore different job sectors and career options and how confident they were in researching a future job or career path (see Fig 1a and 1b). More than four-fifths (88%) of students either strongly agreed or agreed that the website was useful in helping them explore different job sectors and career options. Furthermore, 82% of respondents stated that as a result of the session, they are more confident in researching a future job or career path.



*Figure 1 Usefulness of Careerpivot to find different job sectors/career options and level of confidence in career planning*



From these results, it can be argued that students’ research skills, to find a job or a career path they are interested in, improved after attending this session. Figures 2a and 2b illustrates how the session is likely to have started to help Y9 pupils to increase their knowledge of graduate opportunities and their understanding of job sectors.

The majority of students stated they either strongly agreed or agreed Careerpivot *helped them find local courses linked to subjects and careers they are interested in* (81%) and *they understand more about career opportunities available to people who go to university or study at HE* (79%). Furthermore, 80% stated *they have used Careerpivot to explore careers they were previously interested in* and *to discover new jobs and their entry requirements*. These results were very similar to those collected from Y9 students that attended the Job sectors session in Tranche 3 (T3); thus, findings reiterate that the delivery and content of the session is useful for this age group.

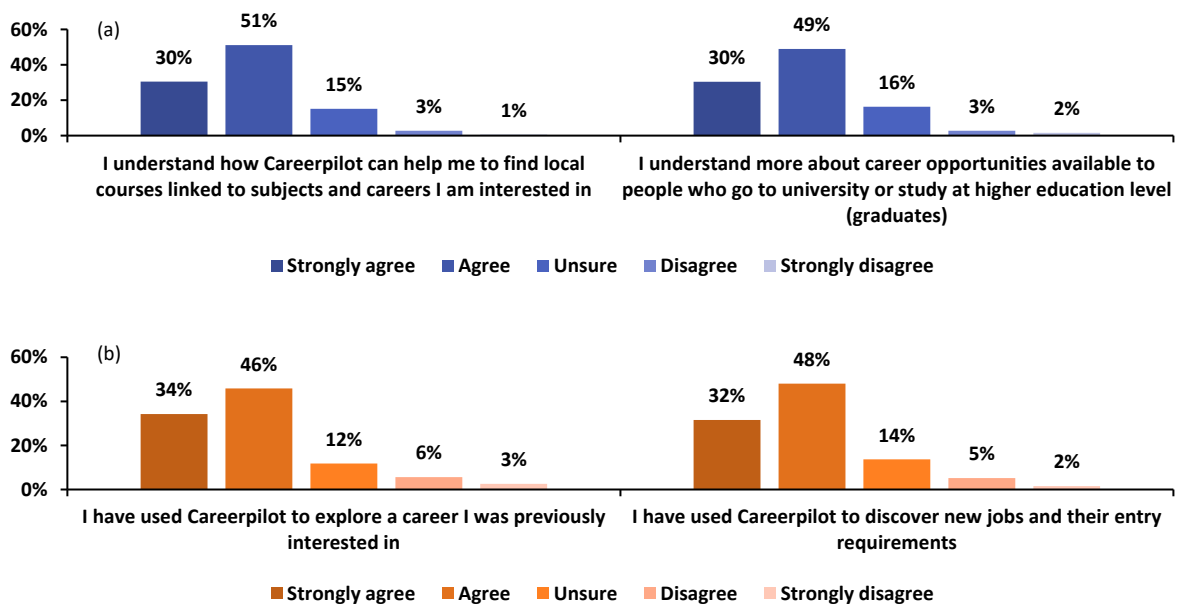


Figure 2 Knowledge of graduate opportunities and understanding of job sectors

In order to test students’ knowledge on the content of the activity and with the aim to provide evidence that helps validate self-reported data, students were questioned on responses to factual statements to understand how the session helped them understand the definition of the term “Job Sector”. They were asked to select one of the four definitions provided to them (see Figure 3). Results show that the majority of participants (53%) chose the correct definition (i.e. *The name given to a group of related jobs or careers*). Interestingly, these percentages were not that different from results obtained for the same question/session in T3. Considering that this might be one of the first interventions for Year 9 students where they learn about job sectors, it can be argued that these results highlight the value of these sessions.

Thinking back over the session, which of the following best explains what a job sector is?

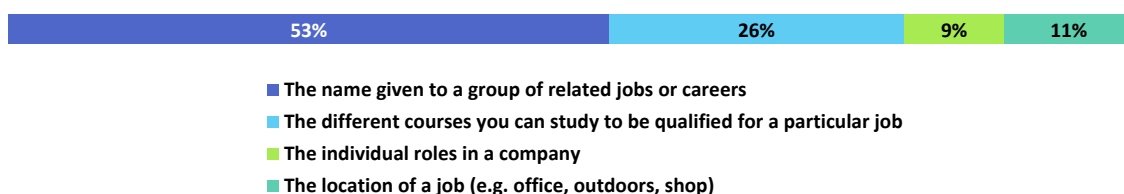


Figure 3 Students’ definition of “Job Sector”



Respondents were also asked to provide an example of a career or job they researched during the session that required university degree or HE study. Qualitative analysis from 1478 responses (see Figure 4) shows that the majority of students are mostly interested in careers in Art and Design mainly *Video Game Design, Animation and Architecture*. A great number of students (>100) also reported they used Careerpivot to research careers in the following sectors Health and Social Care, Animal, agriculture and environment and Childcare, education and training. Conversely, only a handful of students were interested in jobs in Retail and Customer Services, Transport and Distribution and Energy and Recycling. Additionally, most pupils reported they were able to research more than one option, which suggests the session and the website were successful in providing them with the opportunity to see different career pathways. This is further supported by the fact that only 52 students (<4%) provided “Unsure/Other” responses (i.e. *I don't know, I did not research, the website crashed, I am more interested in looking at apprenticeships*).

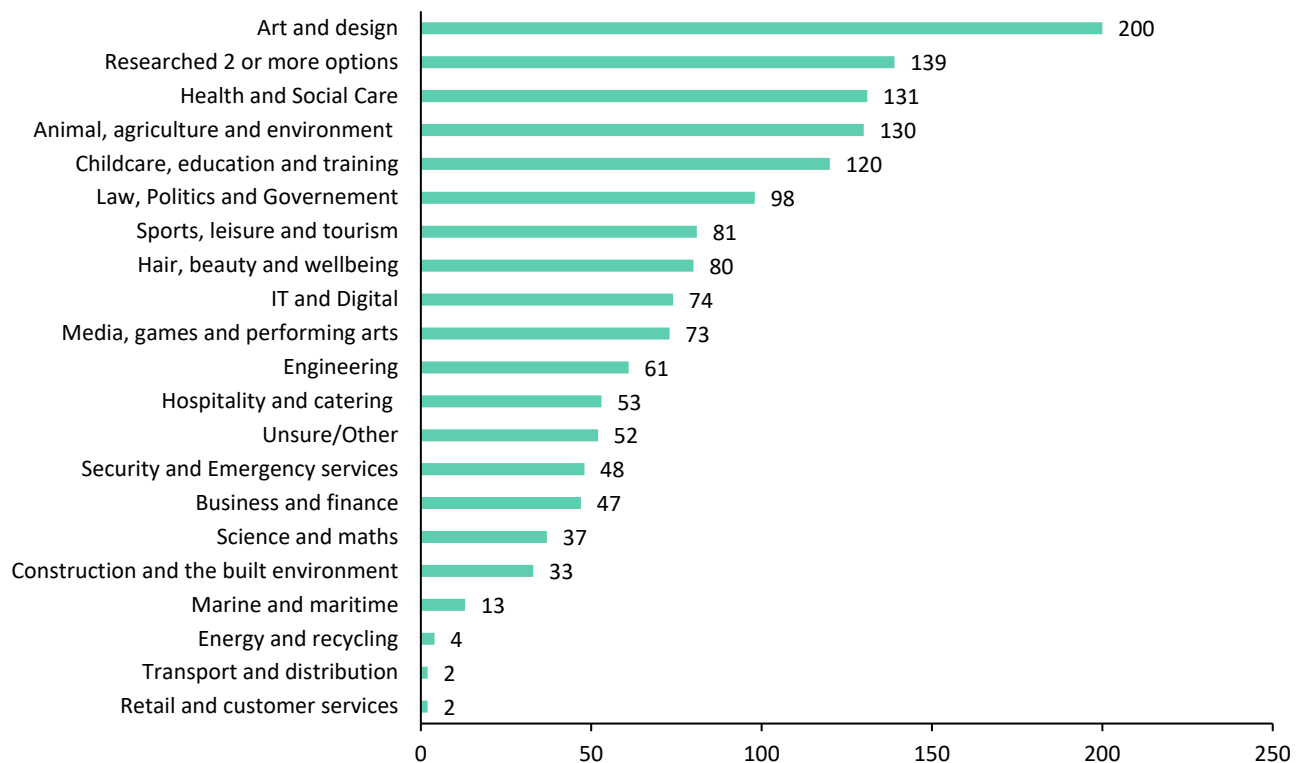


Figure 4 Careers/Jobs that required a university degree or HE study

Students provided feedback that illustrates their intentions to use the Careerpivot website in the future (see Figure 5). Results show that from the most to the least common intended use, students reported they will be *looking at career options* (56%), *research qualifications needed for a career/course path* (42%), *research post-16 study options* (26%), *showing the site to family* (20%), *don't intend to use it again* (10%) and *provided a different use* (1%) (i.e. To find job requirements (n=6), to find FE/HE options (n=7) and had difficulty using the website/unsure (n=5)). This data indicates that pupils acknowledge the usefulness of Careerpivot to research about career pathways.

Furthermore, and whilst it is not possible to know if students will engage with the website in the future, results suggest that more than 350 students are thinking about using this resource to engage with influencers about HE. When comparing results with T3 data, the tendencies of future use of Careerpivot remain the same.

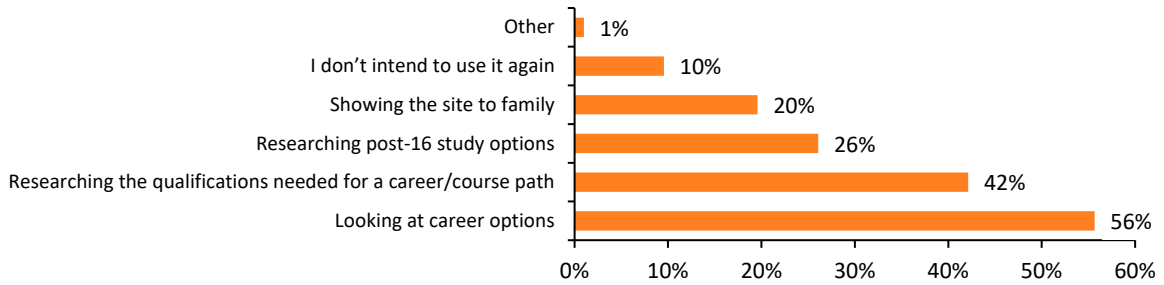


Figure 5 Intended future use of Careerpivot  
\*Students were asked to choose more than one option

Overall, results from the Jobs Sector session shows that introducing the Careerpivot website helped most students learn to find different career pathways, which highlights that students familiarising with this resource at an early stage (i.e. Year 9) can help them start understanding the different elements they would need to consider to progress to their career of interest. Additionally, it can be argued that the activity provided an opportunity for students to increase their understanding of benefits of HE study, improve their research skills and raise their aspirations. Also, the website it is seen by some pupils as a resource to help them talk to their family about HE, addressing different NSSW Theory of Change barriers (i.e. Knowledge of HE, Soft Skills, Socio-economic factors and Influencers).

### HE Skills Mapping Session

The following section presents data from two different types of surveys delivered to pupils in different year groups that attended the HE Skills Mapping session, surveys issued to students in Y10 (644 surveys) and Y12-Y13 (320 surveys). Both types of survey evaluated similar statements, with the exception of some questions for the different year groups. In the survey issued to the Year 10 student group they were asked to provide further qualitative feedback on the delivery and content of the session. Meanwhile, the survey for Y12-Y13 students included questions about a rule they were taught during their session (i.e. 'ABC' rule) and to state if they were able to evidence their transferable skills in a study or job application.

Students were asked to rate their level of confidence to make decisions about their future plans, and more than two thirds of Y10 and Y12-Y13 students (>65%) stated *they are confident about making their next steps* (see Figure 6). Hence, it is shown that this intervention supported the majority of students in feeling more prepared to make decisions about potential career pathways of their choice.

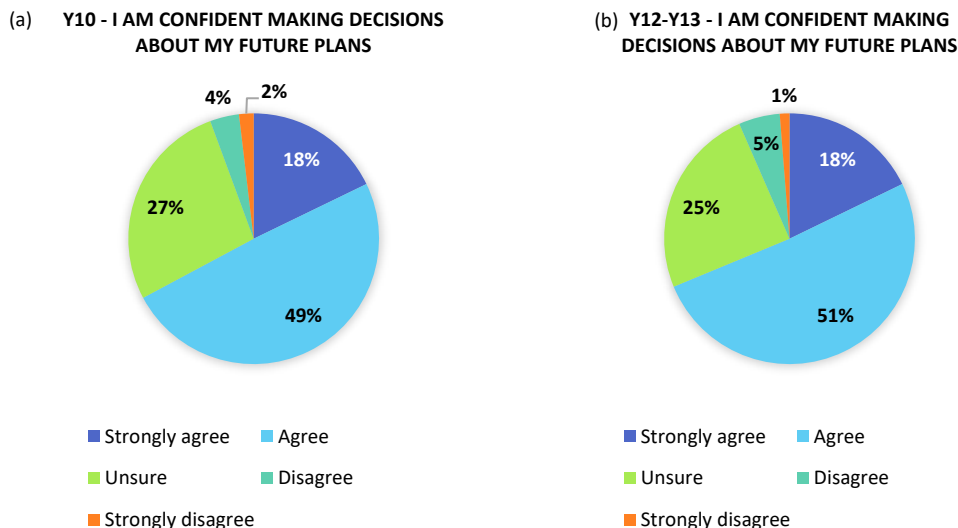
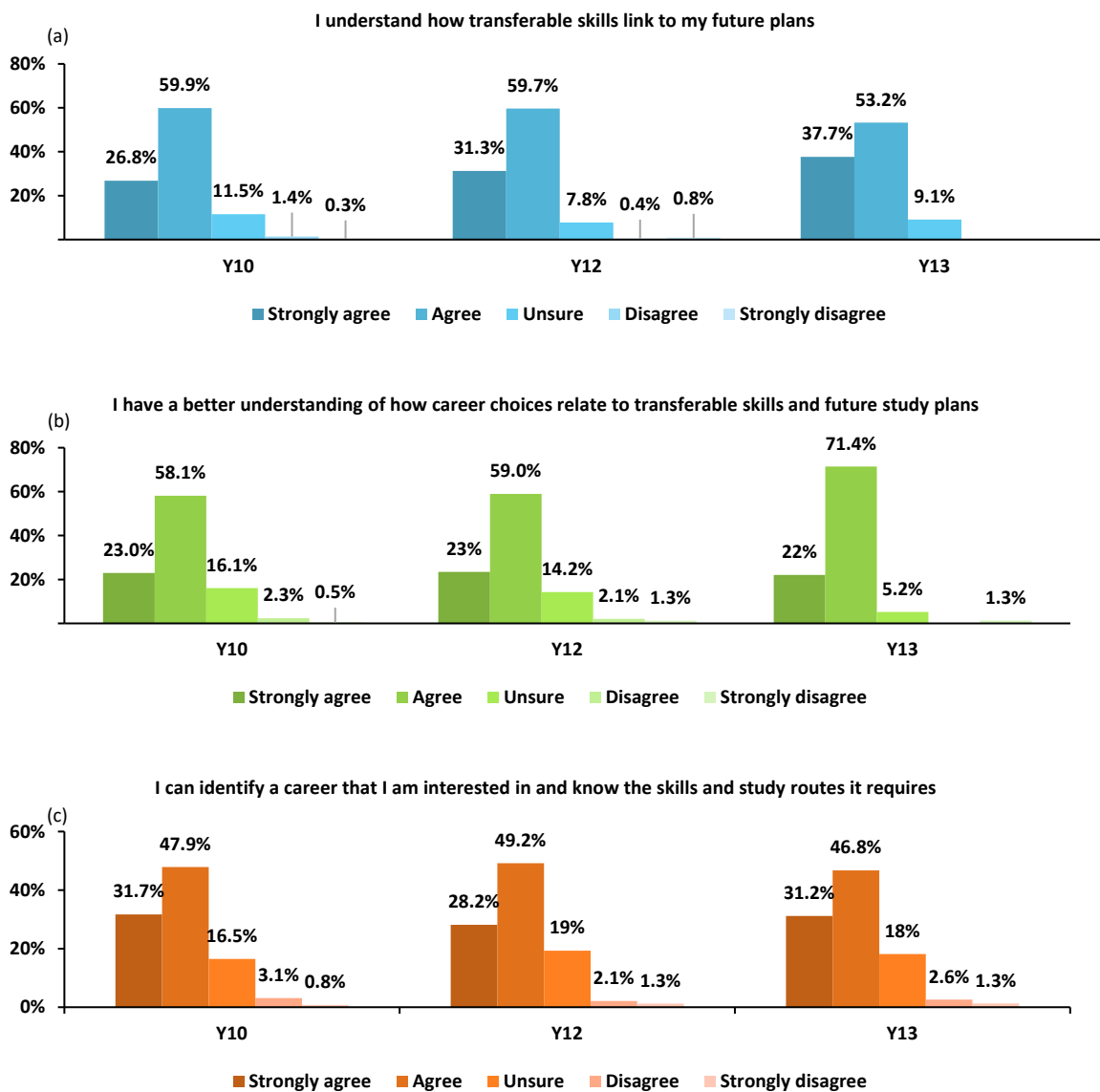


Figure 6 Students' confidence about next steps  
NSSW Careerpivot T4 Report



Figure 7 illustrates results for three different statements that relate to students' knowledge about transferable skills. The majority of students strongly agreed or agreed *they understand how transferable skills link to their future plans (>85%), they have a better understanding of how career choices relate to transferable skills and future study plans (>80%) and they can identify a career that they are interested in and know the skills and study routes it requires (>75%)*. Since the first (Fig. 7a) and the second statement (Fig. 7b) seek to answer very similar questions it might be worth considering aggregating both into one single statement, for future surveys, to ensure there is no duplication of questions and responses.

In the T3 report the survey asked about these aspects of the session in terms of usefulness, thus, the questions were worded differently and the survey was only issued to Y12-Y13 students. However, results indicate similar findings, that is, that the session provided students with an opportunity to reflect on and identify their transferable skills and to use Careerpivot to link these to their planned HE study routes.



*NB: Percentages may not total 100 due to rounding*

Figure 7 Increased knowledge of transferable skills

Furthermore, the majority of Y12-Y13 students (81%) either strongly agreed or agreed that *they are able to evidence their transferable skills in a study or job application* (see Figure 8b). In order to  
NSSW Careerpivot T4 Report Autumn 2020 Evaluation Team



corroborate the validity of these self-reported results, Y12-Y13 students were asked to select the definition that best explained the ‘Activity, Benefit, Course (ABC)’ rule that was taught in the session.

The ‘ABC’ rule is a tool designed to help students ensure that they include specific examples of their skills in their personal statements, and that they explain how and where they developed them, and how they are relevant to the course for which they are applying. Figure 8b shows that 91% of participants selected the correct option, which indicates the sessions were highly successful in providing Y12-Y13 pupils with tools to help them write about their transferable skills in an application. These results are similar to those reported in the Careerpivot T3 report, which indicates these elements taught in the session continue to be successful in helping students understand how to understand and evidence their transferable skills in a personal statement.

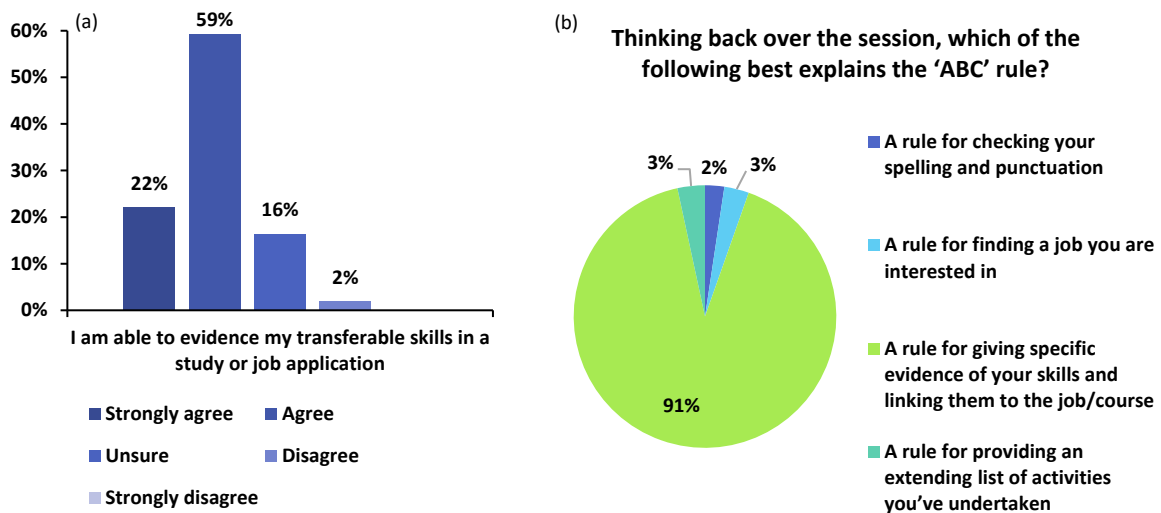


Figure 8 Y12-Y13 students’ confidence in evidencing transferable skills and definition of the ‘ABC’ rule

Additionally, students from Y10, Y12 and Y13, were asked to state examples of transferable skills they learned on the workshop and a clear majority ( $\geq 95\%$ ) provided more than one example. The following figure illustrates the emerging categories from students’ responses. Most students stated examples of transferable skills that relate to communication skills (i.e. listening, speaking, etc.) and team work.

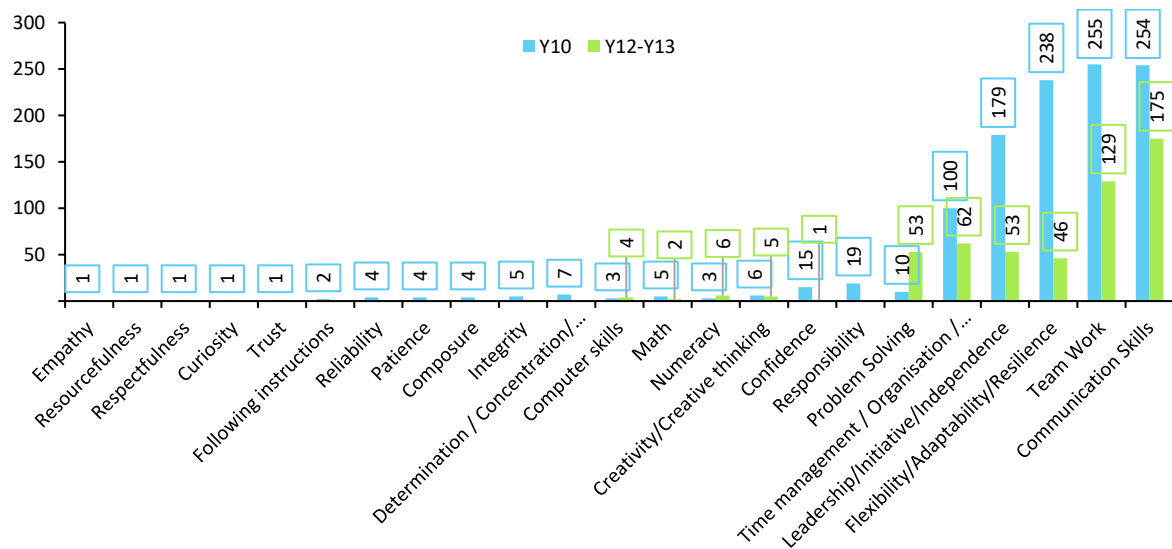


Figure 9 Summary of students’ examples of transferable skills





Overall, these results indicate that the majority of students have started to develop their research skills, increased their awareness of transferable skills for future study and employment and Y12-Y13 students increased their confidence in evidencing transferable skills for HE progression. These outcomes indicate the session was successful in addressing the *Soft Skills* and *Knowledge of HE* barriers identified by NSSW.

However, students' increased confidence in reflecting on their transferable skills is only one element of a potential increase in likelihood to progress onto HE, as illustrated in the NSSW Theory of Change. Figure 10 indicates that, when polled at the end of their Careerpivot session, over two fifths of participants (>40%), across all year groups, either strongly agreed or agreed that they are more likely to consider going to University or HE. Interestingly, results show that Y12 students report the lowest intentions to apply to HE. These results indicate there might be other barriers and considerations that are preventing higher rates of intention to progress into HE.

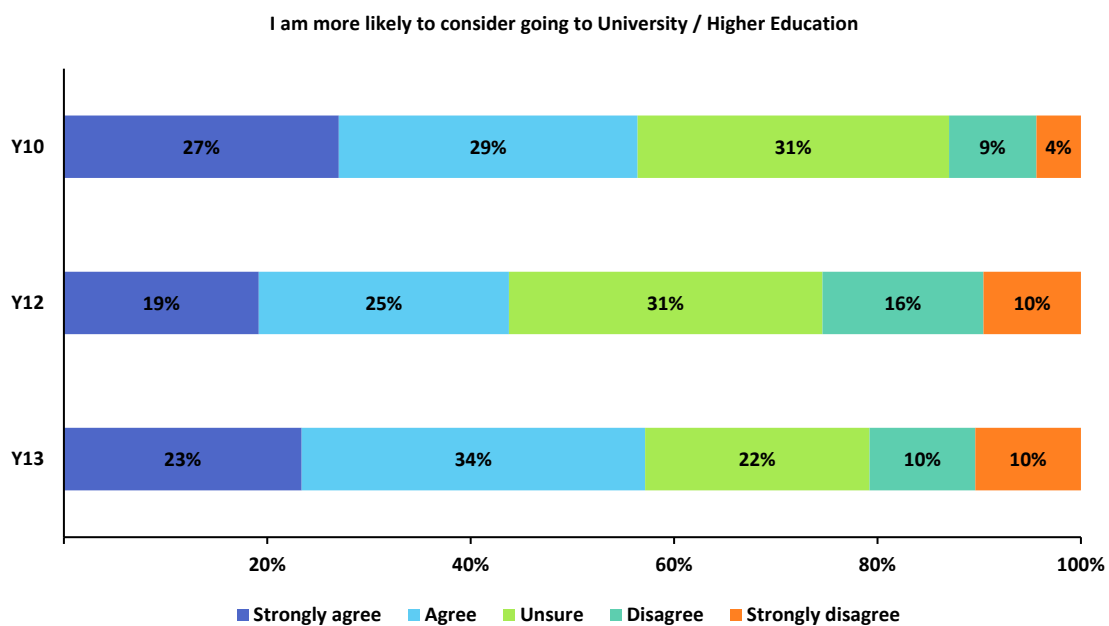


Figure 10 Likelihood of applying to University / HE

Furthermore, participants provided feedback that shows their intentions to use the Careerpivot website in the future (see Figure 11). These results show that Y10 students' responses from the most to the least common intended use for the website were *looking at career options* (70%), *researching the qualifications needed for a career/course path* (59%), *researching post-16 study options* (47%), *showing site to family* (27%) and *provided a different use* (3%) (i.e. unsure (n=8), job advise (n=4), look for salaries (n=3), career opportunities (n=3) and identifying skills (n=2)).

Meanwhile, pupils from Y12-Y13 groups stated they would be using Careerpivot to *research qualifications needed for a chosen career path/course* (59%), to *plan a career* (42%), to *develop a job application* (29%), to *develop a personal statement for FE or HE application* (23%), to *show the site to the family* (11%) and *provided other responses* (1%) (i.e. "Work on study"). Only < 20% stated they do not intend to use the website again, which indicates nearly all students see the value in using Careerpivot to plan for their chosen career pathways.

When comparing T3 results with those reported in Figure 11b, it appears trends are similar for these particular year groups (Y12-Y13), which indicates that after attending these sessions, students in these year groups are more interested in using Careerpivot to research the qualifications for a career path/course.



In general, students' intentions to use Careerpivot in the future reflect the potential way in which they could use the website, and it suggests that the session was successful in introducing the resource and explaining how they can benefit from it to plan their next steps. Furthermore, although percentage varies between year groups, some students are still considering using the website as a potential resource to engage in conversations about HE with their family.

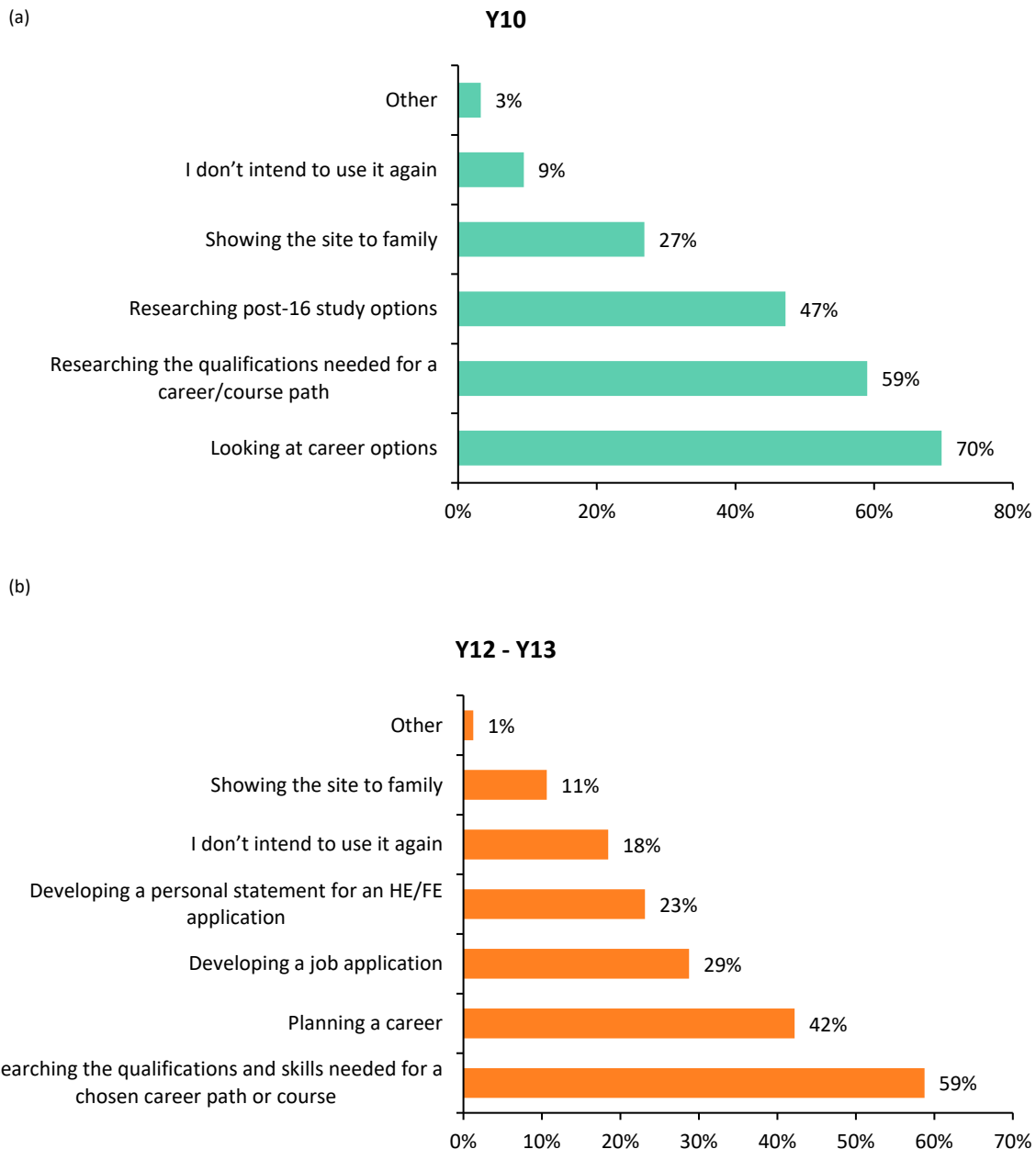


Figure 11 Careerpivot Usability for Y10 and Y12-Y13 students  
\*Students were asked to choose more than one option

The final questions on the Y10 survey asked students for further feedback in relation to what went well in the activity and what they still would like to know, the following table (Table 2) provides examples for the categories that emerged from their responses.



Table 2. Y10 feedback on the content and delivery of the session

| <b>What went well today? (537 responses)</b>   | <b>What would you like to see more of / would you still like to know? (404 responses)</b>   |
|--|---|
| <ul style="list-style-type: none"> <li>• <u>Career opportunities (307 responses)</u> – “Finding what I’m interested in and seeing options in the future”</li> <li>• <u>Identifying skills (104 responses)</u> – “I learnt more about transferable skills and which ones I have”</li> <li>• <u>Positive comments (46 responses)</u> – “It was very interesting and I liked the interactions” / “Everything”</li> <li>• <u>Website (25 responses)</u> – “The using of the site and the info it gives”</li> <li>• <u>Delivery (23 responses)</u> – “The explanations were easy to understand”</li> <li>• <u>FE/HE pathways (16 responses)</u> – “I learnt about options for the future, I’m now considering going to university”</li> <li>• <u>Unclear/Negative comments (16 responses)</u> – “Well I already know what I want to do so it was repetitive”</li> </ul> | <ul style="list-style-type: none"> <li>• <u>Careers (109 responses)</u> – “What more specifically I can do in the future”</li> <li>• <u>FE/HE Information (68 responses)</u> – “Colleges/universities that offer these qualifications”</li> <li>• <u>Unclear/negative comments (65 responses)</u> – “I don’t know”</li> <li>• <u>Nothing (58 responses)</u> – “I’m pretty satisfied with what we learnt today”</li> <li>• <u>Job Advise (31 responses)</u> – “What would be the best work experience for our jobs.”</li> <li>• <u>Delivery/activity experience (22 responses)</u> – “More of these lessons e.g. a whole day thing”</li> <li>• <u>Identifying skills (21 responses)</u> – “More understanding of different types of transferable skills in jobs”</li> <li>• <u>Website (14 responses)</u> – “More time on the website”</li> <li>• <u>UCAS application process (9 responses)</u> – “How to apply to university and how to make a personal statement.”</li> <li>• <u>Finance (7 responses)</u> – “Costs of university and financial help”</li> </ul> |

Pupils’ comments suggest that most of them appreciate the information they learned about career opportunities and transferable skills. Furthermore, the majority of them would like to continue learning about the different career pathways that are available to them, along with more information about specific FE/HE qualifications. It can be argued, that the Y12-Y13 survey, might also benefit from including questions about the delivery and content of the session, as this will allow tailoring the support for students from those year groups.

**Outcomes Achieved (T4)**

Targets were established in the Phase Two Evaluation Framework to monitor how successful these workshops were in achieving the short-term outcomes set for individual activities against NSSW barriers to HE. The following two tables illustrate results measured and evaluated against these short-term outcomes:

Table 3. Y9 – Job Sector Workshops – Outcomes achieved in T4

| <b>Activity Title and HE Barriers (italics)</b> | <b>Short-term Outcomes and Outcome Targets (bold)</b>  | <b>Indicators <u>Students report/are able to</u></b> | <b>Evidence</b>   | <b>Target Outcome Achievement</b> |
|---|--|--|---|-----------------------------------|
| <b>Y9 Careerpilot Job Sectors Workshop</b>      | Increased understanding of job sectors <b>for ≥ 60%</b>  | Define a job sector                                  | <b>53%</b> of students are able to define “Job Sector”<br><b>Target 60%: T4 achievement 53%</b>   | <b>Not achieved</b>               |
|   | Increased knowledge of graduate opportunities <b>for ≥ 60% students</b>  | Identify graduate opportunities                      | <b>79%</b> stated they understand more about graduate opportunities<br><b>Target 60%: T4 achievement 79%</b>  | <b>Achieved</b>                   |
|   | Increased knowledge of LMI and regional post-16 courses <b>for ≥ 40% students</b>  | Identify relevant local LMI and post-16 courses      | <b>77%</b> identified careers/jobs, in the Careerpilot website, that required a university degree/HE study<br><b>Target 40%: T4 achievement 77%</b> | <b>Achieved</b>                   |
|   | <b>Also to note:</b><br>Participants reported that they would use Careerpilot after the workshop to: <ul style="list-style-type: none"> <li>• Look at career options (56%)</li> <li>• Research qualifications for careers (42%)</li> </ul> |  |   |                                   |



Table 4. Y10 | Y12-Y13 – Careerpivot Pre-16 and HE Skills Mapping Workshops – Outcomes achieved in T4

| Activity Title and HE Barriers ( <i>italics</i> )   | Short-term Outcomes and Outcome Targets ( <b>bold</b> )  | Indicators <u>Students report/are able to</u>                       | Evidence   | Target Outcome Achievement |
|---|--|---|--|----------------------------|
| <b>Y10 Careerpivot Pre-16 Skills Map Workshop</b><br><br><i>Knowledge of HE</i><br><i>Soft Skills</i> | Increased aspirations towards career choices <b>for ≥ 70% students</b>   | Increase in motivation for future plans and career choices          | <b>70%</b> said they would use Careerpivot after the workshop to look at career options (70%)<br><b>Target 70%: T4 achievement 70%</b>   | <b>Achieved</b>            |
|   |  | Increase in intention for HE progression                            | <b>56%</b> indicated they are more likely to consider going to University/HE   | <b>Achieved</b>            |
|   | Increased ability to identify and evidence transferable skills <b>for ≥ 50% students</b>   | Name at least one of their transferable skills                      | <b>95%</b> named two or more transferable skills identified and evidenced at the workshop<br><br><b>87%</b> said they understand how transferable skills link to their future plans<br><b>Target 50%: T4 achievement 95% &amp; 87%</b>   | <b>Achieved</b>            |
|   | Increased knowledge of career pathways, including relevant HE options <b>for ≥ 60% students</b>  | Identify different career pathways and relevant HE routes           | <b>80%</b> stated they can identify a career they are interested in and know the skills and study routes it requires<br><b>Target 60%: T4 achievement 80%</b>  | <b>Achieved</b>            |
|   | <b>Also to note:</b><br>Participants reported that they would use Careerpivot after the workshop to: <ul style="list-style-type: none"> <li>• Research qualifications needed for career/course path (59%)</li> <li>• Research post-16 study options (47%)</li> <li>• Show the site to family (27%)</li> </ul>  |   |  |                            |
| <b>Y12 Careerpivot HE Skills Mapping</b><br><br><i>Knowledge of HE</i><br><i>Soft Skills</i>          | Increased ability to identify own transferable skills and those required for HE progression <b>for ≥ 80% students</b>  | Identify transferable skills  | 95% named two or more transferable skills identified and evidenced at the workshop<br><b>Target 80%: T4 achievement 95%</b>  | <b>Achieved</b>            |
|   | Increased confidence in evidencing transferable skills as part of personal statement <b>for ≥ 50% students</b>   | Select and evidence relevant transferable skills for HE application | <b>81%</b> stated they are able to evidence their transferable skills in a personal statement<br><br><b>91%</b> of Y12-Y13 participants identified the correct definition of the ‘Activity, Benefit, Course (ABC)’ rule used to help students evidence relevant transferable skills in their personal statements<br><b>Target 50%: T4 achievements 81% &amp; 91%</b> | <b>Achieved</b>            |
|   | <b>Also to note:</b><br><b>44%</b> stated they are more likely to consider going to University/HE<br><br>Participants reported that they would use Careerpivot after the workshop to: <ul style="list-style-type: none"> <li>• Research qualifications needed for a chosen career path/course (59%)</li> <li>• Plan a career (42%)</li> <li>• Show the site to family (11%)</li> </ul> |   |  |                            |

Overall, it is clear that the majority of targets were met or exceeded, which reiterates the effectiveness of the workshops in helping students address different barriers that prevent them from progressing to HE.



### **Conclusion and recommendations**

The analysis of the qualitative and quantitative data from three different types of survey provides a body of evidence that indicates positive reception of and impact from the Careerpivot sessions delivered by NSSW staff throughout T4. This is highlighted by the outcomes achieved, illustrated in the previous section.

Evidence indicates sessions were successful in helping most students understand the definition of 'job sector' and the 'ABC' rule. The Job Sector session supported Year 9 students with the development of their research skills and started to raise their aspirations. The HE Skills Mapping session supported Year 10, 12 and 13 students increase their confidence to evidence transferable skills for HE and career progression. Additionally, students' intentions to use Careerpivot website in the future highlight the usefulness of the tool to explore career pathways, and to use as a resource where participants indicate they plan to show the website to family members. These findings highlight the impact on the barriers identified by NSSW such as lack of *Knowledge of HE, Soft Skills, Socio-economic factors and Influencers*, achieving the desired impact.

The creation of an additional Careerpivot workshop for Key Stage 4 students (Y10), on pre-skills mapping, has been well-received by those that participated in the sessions. Finally, the quality of the survey data improved, since now it is possible to evidence what students have learned from the session (i.e. jobs searched, transferable skills identified). Overall, the data analysed in both tranches indicates that the Careerpivot sessions continue to be a well-received intervention.