



Activity Name	Careerpilot
Date	26 individual dates delivered throughout Tranche 5 (September 2020 to June 2021)
Total number of students	2,476
Total number of target students	210
Institutions involved <i>*Institutions that completed surveys</i>	Bridgwater and Taunton College*, Buckler's Mead Academy*, Coombe Dean School*, Cornwall College*, Great Torrington*, King Edwards VI Community College, Mounts Bay*, Notre Dame School*, PCA Pre-Degree Campus*, Plympton Academy, Pool Academy, St Cuthbert Mayne School*, St Ives School*, Strode College*, Teignmouth Community School*, The Blue School*, The Park School, Tiverton High School*, Torpoint Community College, Truro and Penwith College*, West Somerset College*, Whitstone School*, Yeovil College*

Introduction

This report outlines the impact of the Careerpilot sessions organised by Next Steps South West (NSSW) staff. The sessions were delivered to KS4 and KS5 students across 19 NSSW target schools and colleges throughout the 2020-21 academic year; the Tranche 5 (T5) period for NSSW. Due to Covid-19, these sessions were delivered online.

The sessions introduced students to the Careerpilot website, an award-winning online resource that provides free, impartial support and information on the many routes to Higher Education (HE) and higher-level study. Three types of sessions were delivered to target and non-target students: Jobs and Job Sectors, Pre-16 Skills Map and My Skills Profile Review.

Aims

The Careerpilot sessions aimed to support students by addressing key barriers identified by NSSW: lack of Knowledge of HE, Soft Skills and Geography. All workshops aimed to help students think about their future career plans, including HE.

The *Jobs and Job Sectors* workshop (Year 9) focused on helping younger students explore different job sectors, careers and the qualifications necessary to enter different



professions. It also encouraged them to consider HE as part of their career route, including higher-level apprenticeships. This session familiarised students with the ‘Jobs’, ‘Courses’ and ‘Qualifications’ sections of Careerpivot, and aimed to broaden students’ understanding of career and study routes.

The *Pre-16 Skills Map* workshop (Year 10) introduced students to the ‘Skills Map’ tool on the Careerpivot site. It helped students use this resource to identify and record skills and experience relevant to progression to HE and how they align with those required by different jobs.

The *My Skills Profile Review* workshop (Years 12 to 13) built on the ‘Skills Map’ tool by helping students use this resource to identify, evidence and record their transferable skills to develop personal statements for UCAS, college, apprenticeship and job applications.

All three workshops aimed to support students to increase their motivation and raise their aspirations and encouraged students to reflect on their future plans and give them the tools to make an informed decision about their next steps.

Evaluation Design and Data Collection

The Careerpivot workshops were evaluated using post-activity evaluation surveys, including quantitative and qualitative questions. The surveys were designed to evaluate the short-term outcomes by using the indicators illustrated in Table 1, below.

Table 1. Anticipated outcomes for the Careerpivot sessions

Careerpivot session	Barrier to HE	Short-term outcomes	Medium-term outcomes
Jobs and Job Sectors	<i>Knowledge of HE</i>	Increased understanding of job sectors	Increased understanding of benefits of HE study
	<i>Soft Skills</i>	Increased knowledge of graduate opportunities	Raised aspirations
	<i>Geography</i>	Increased knowledge of LMI and regional post-16 courses	Increased ability to access HEIs and Labour Market in local and national context
Pre-16 Skills Map	<i>Knowledge of HE</i>	Increased knowledge of career pathways, including relevant HE options	Increased awareness of HE options
	<i>Soft Skills</i>	Increased ability to identify and evidence transferable skills Increased aspirations towards career choices	Increased awareness of transferable skills for future study and employment



My Skills Profile Review	<i>Knowledge of HE</i>	Increased ability to identify own transferable skills and those required for HE progression	Increased understanding of how to access HE courses
	<i>Soft Skills</i>	Increased confidence in evidencing transferable skills as part of personal statement	Increased awareness of transferable skills for future study and employment

In total, 673 surveys were collected throughout T5 for the three Careerpilot interventions. This comprised of 279 surveys from Year 9 students attending Jobs & Job Sector workshops, 227 surveys from Year 10 students attending the Pre-16 Skills Mapping and 167 surveys from Years 12 and 13 students attending My Skills Profile Review. The total number of surveys collected was significantly less than those collected in Tranche 4 (2,782 surveys). This was due to the challenge that online delivery presented in encouraging students to complete the survey.

Results

This section illustrates the analysis of the results from the completed surveys and the impact of these sessions on addressing the barriers to HE progression.

Jobs and Job Sectors

Students were asked their level of agreement on how Careerpilot helped them explore different job sectors and career options and how confident they were in researching a future job or career path (see Figure 1a and 1b).

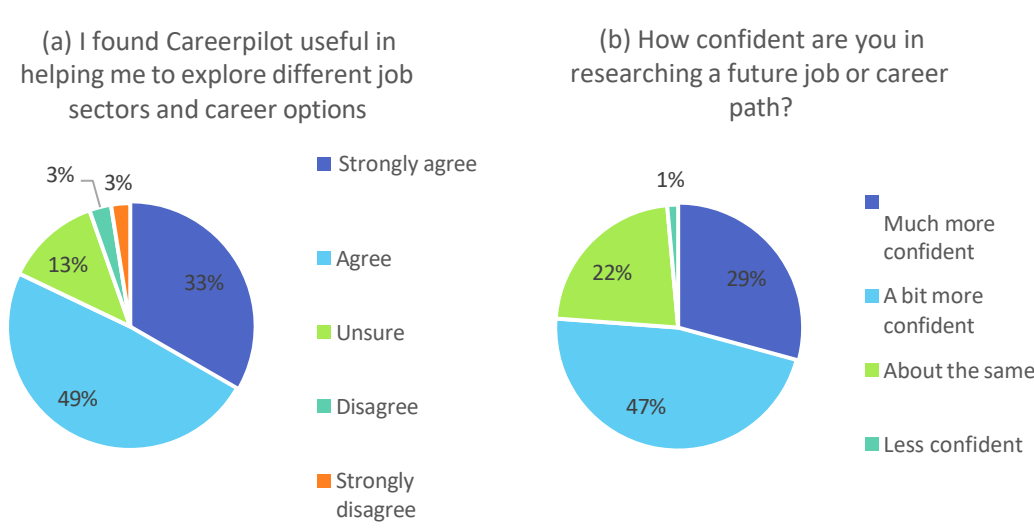


Figure 1. Usefulness of Careerpilot to find different job sectors/career options and level of confidence in career planning

82% of students either strongly agreed or agreed that the website was useful in helping them explore different job sectors and career options. 76% of students said that as a NSSW Careerpilot T5 Report



result of the session, they were more confident in researching a future job or career path. These results suggest the sessions improved students' research skills to find a job or a career path they are interested.

Figure 2a and 2b illustrate how the session has started to help Year 9 pupils increase their knowledge of graduate opportunities and their understanding of job sectors.

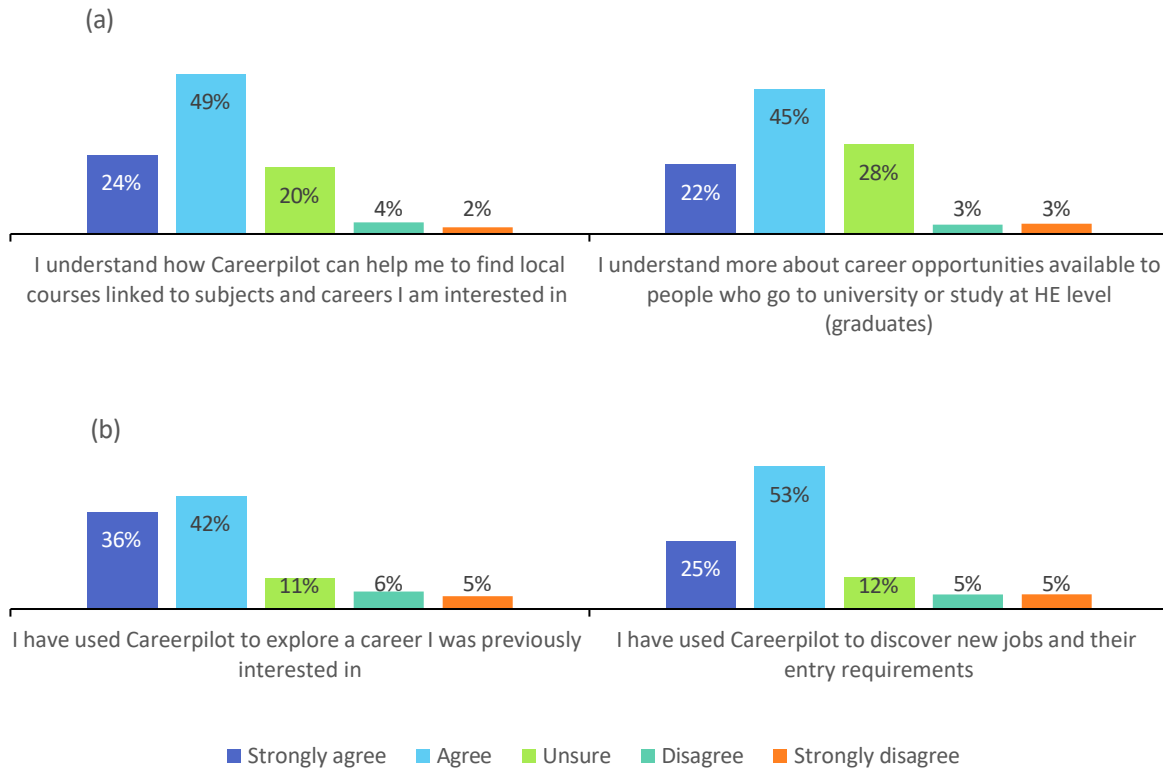


Figure 2. Knowledge of graduate opportunities and understanding of job sectors

The majority of students said they either strongly agreed or agreed that they understood how Careerpivot could help them find local courses linked to subjects and careers they are interested in (73%) and they understand more about career opportunities available to people who go to university or study at HE level (67%). 78% said they have used Careerpivot to explore careers they were previously interested in and to discover new jobs and their entry requirements. These results suggest that the delivery and content of the session are useful for this age group.

To test the students' knowledge on the content of the activity and to provide evidence to help validate self-reported data, students were asked to select one of four definitions which best explains what a job sector is. 48% of participants chose the correct definition: *The name given to a group of related jobs or careers*. Considering that for these Year 9 students this might be one of the first interventions where they learn about job sectors, it can be argued that these results highlight the value of these sessions. However, there is also room to improve upon this result to ensure that students do not confuse a group of related jobs or careers with the different courses that be studied for a particular job.



Students were asked to provide an example of a career or job they researched during the session that required a university degree or HE study (see Figure 3).

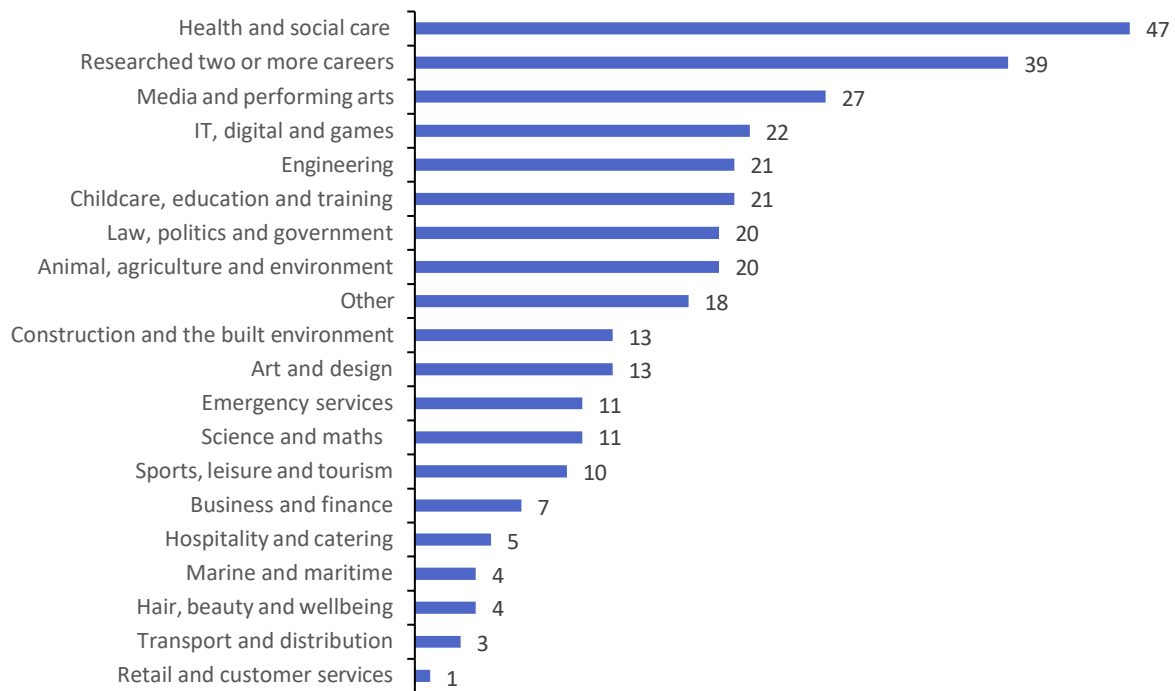


Figure 3. Careers/jobs that require a university degree or HE study

Qualitative analysis from 233 responses shows that the most common careers researched were within the health and social care sector. The least researched careers were within retail and customer services, and transport and distribution. A proportion of students reported that they used Careerpivot to research more than one option which demonstrates the session, and the website were successful in providing them with the opportunity to see different career pathways. There were a number of students who provided “Other” responses. When asked to specify, the majority of the responses were that students did not do any research during the session. It is not clear why but it seems that there may not have been enough time to do so in the session or there was an issue with the internet access. Whilst some of the students said they had not researched anything on the day, many of them said they had careers in mind and that they intended to research them at some point.

Students provided feedback about how they intended to use the Careerpivot website (see Figure 4).

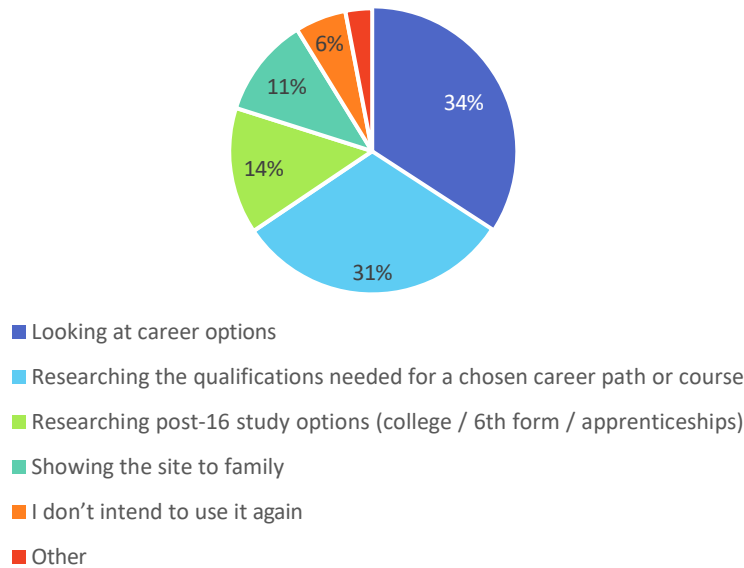


Figure 4. Intended future use of Careerpivot
**Students were asked to select all answers that applied*

From the most common to the least common intended use, students reported they would be looking at career options (34%), researching qualifications needed for a career/course path (31%), researching post-16 study options (14%), showing the site to family (11%) and don't intend to use it again (6%). A small number of students provided a different use (3%), such as "I am going to watch the videos about people who do the careers" or to "study for entering the study courses" or that they were not sure if they would use it again. The data indicates that students found Careerpivot useful for researching jobs and career pathways.

The results from the Jobs and Job Sector sessions show that introducing the Careerpivot website helped most students learn how to find different career pathways. Familiarising students with this resource at an early stage (i.e. Year 9) can potentially help them to begin their understanding of the different elements they would need to consider to progress to their career of interest. The activity provided an opportunity for students to increase their understanding of the benefits of HE study, improve their research skills and raise their aspirations.

Pre-16 Skills Map and My Career Skills Profile Review

The following section presents data from two types of survey delivered to pupils in different year groups that attended the Pre-16 Skills Map (Year 10) and My Career Skills Profile Review sessions (Year 12-13). Both types of survey evaluated similar statements, although the survey for Y12-Y13 students included a question about a rule they were taught during their session (the '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 as a result of the workshop (see Figure 5).

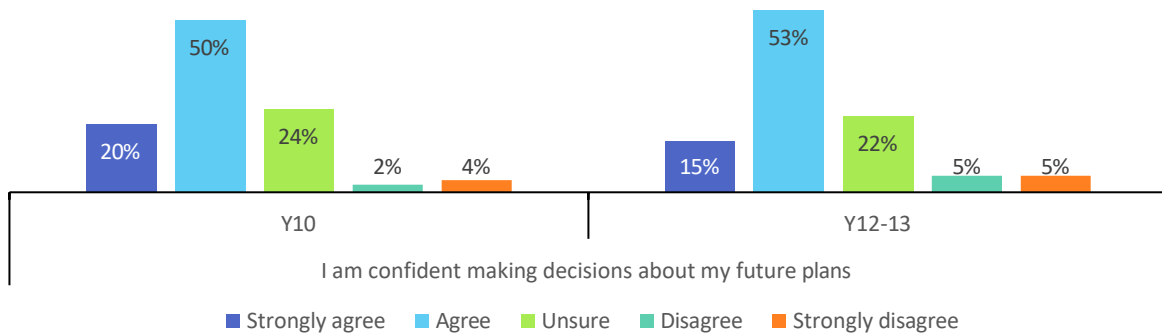


Figure 5. Students’ confidence about their next steps

More than 65% of Y10 and Y12-Y13 students said they were confident making their next steps. This suggests that the intervention supported the majority of students in feeling more prepared to make decisions about their potential career pathways.

Figure 6 shows the results for two different statements relating to students’ knowledge about transferable skills.

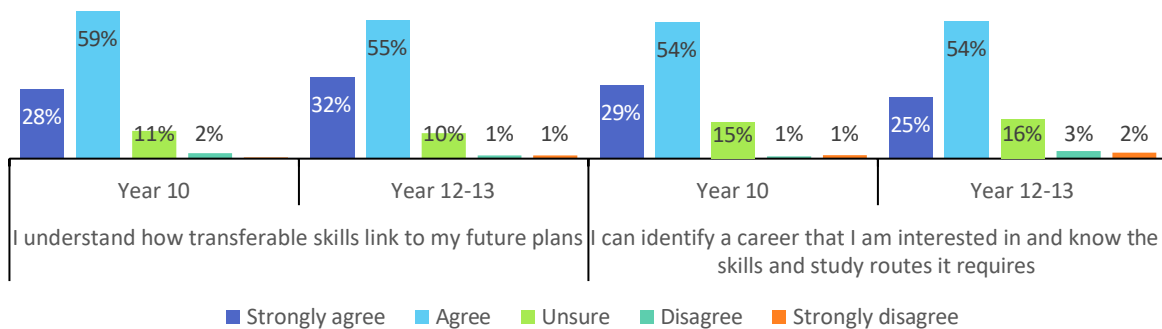


Figure 6. Increased knowledge of transferable skills

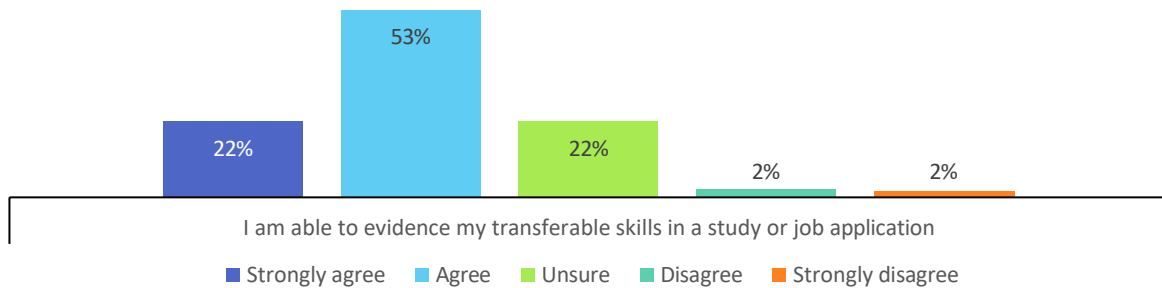
The majority of students strongly agreed or agreed they understand how transferable skills link to their future plans (87%) and they can identify a career that they are interested in and know the skills and study routes it requires (more than 79%). In addition to these two statements, Year 10 students were also asked if they had a better understanding of how career choices relate to transferable skills and future study plans. This question is very similar to the question about understanding how their transferable skills link to their future plans and so has not been included in this report. It is worth considering aggregating this into one single statement for future surveys to ensure there is no duplication of questions and responses.

Figure 7 shows the results to a statement about how students can evidence their transferable skills. To 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.

(a)



(b)

Which of the following best explains the 'ABC' rule?

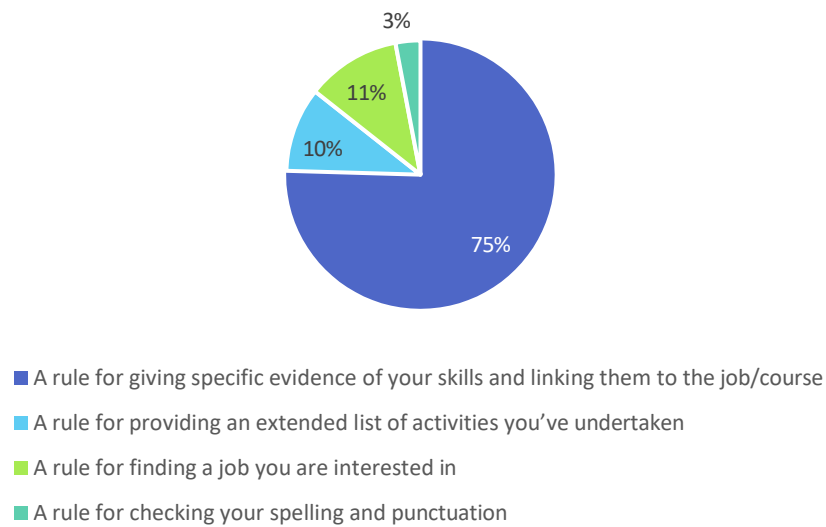


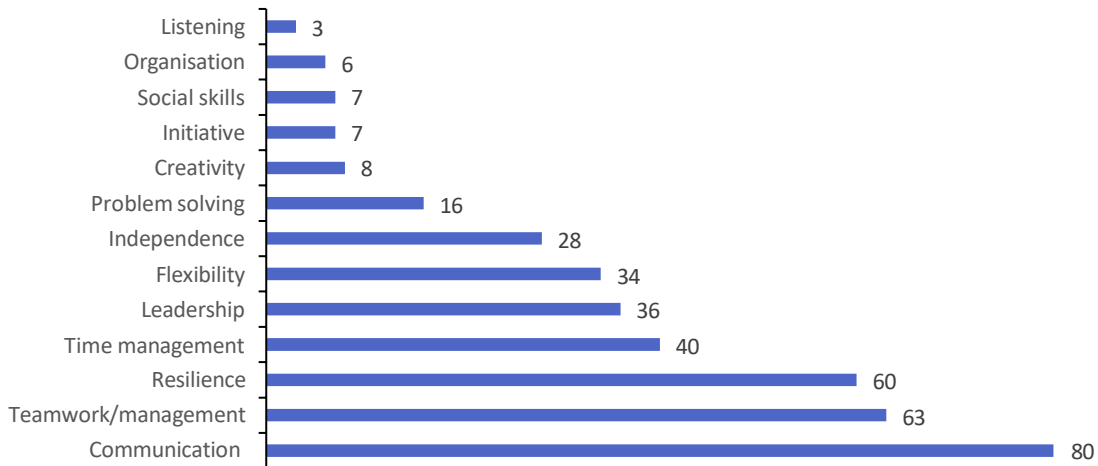
Figure 7. Evidencing transferable skills

Figure 7a shows 75% of Y12-13 students strongly agreed or agreed that they were able to evidence their transferable skills in a study or job application. Figure 7b shows that 75% of participants selected the correct option. These results show that these sessions were successful in helping students understand how to evidence their transferable skills in a study or job application.

Students from Y10 and Y12-13 were asked to state examples of transferable skills they learnt during the workshop. Figure 8 illustrates the most common emerging categories from students' responses.



(a) Y10



(b) Y12-13

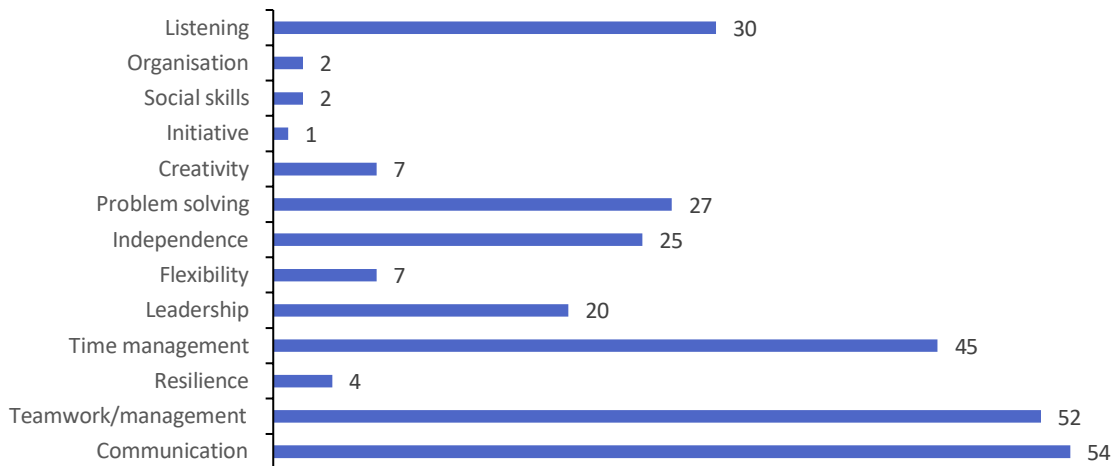


Figure 8. List of transferable skills

The most common examples of transferable skills related to communication skills and team work. More than 80% of the students who took part in the sessions were able to provide more than one example of a transferable skill. 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 have increased their confidence in evidencing transferable skills for HE progression. These outcomes indicate the session was successful in addressing the lack of *Soft Skills* and *Knowledge of HE* barriers identified by NSSW.

Students' increased confidence in reflecting on their transferable skills is only one element of a potential increase in likelihood to progress on to HE. Figure 9 asked students whether they were more likely to consider progressing on to HE.

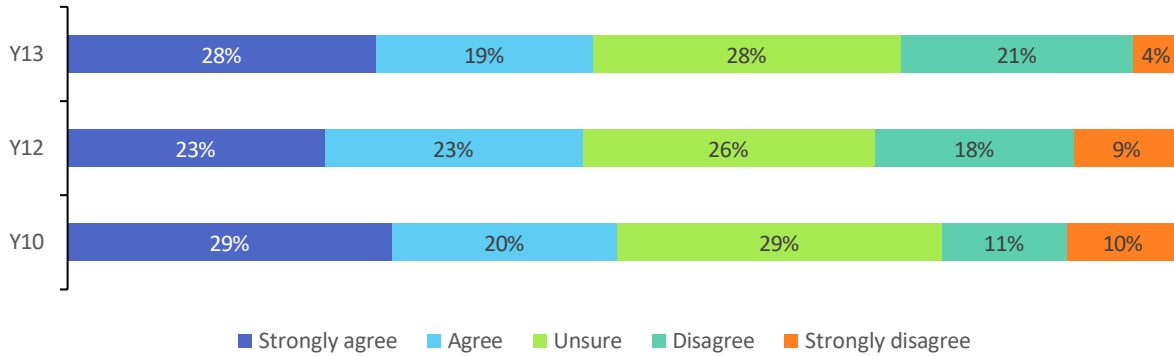
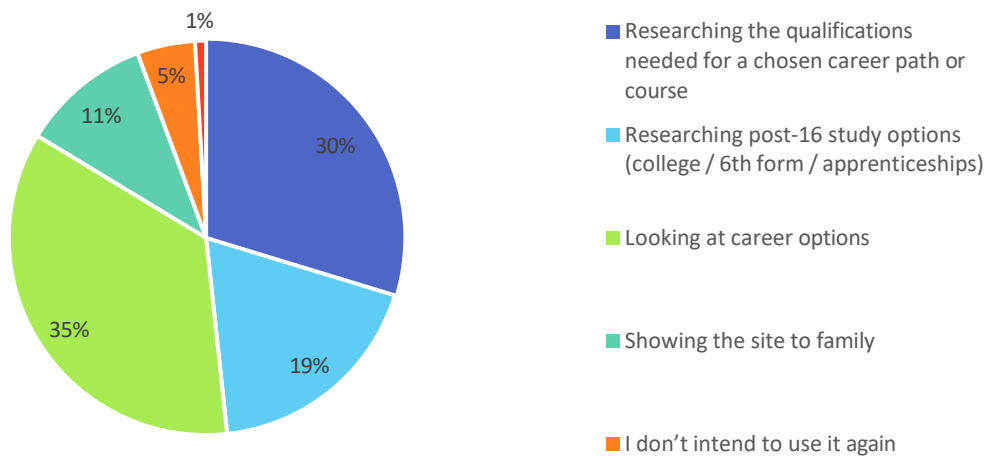


Figure 9. Likelihood of applying to HE

Although the workshops are not explicitly focussed on promoting higher education, these results indicate that, when polled at the end of their Careerpivot session, more than 40% of students across all year groups, either strongly agreed or agreed that they were more likely to consider going to HE. This suggests these sessions have had a positive impact on supporting students to raise their aspirations for HE progression.

Students provided feedback on how they intend to use the Careerpivot website in the future (see Figure 10).

(b) Y10





(a) Y12-13

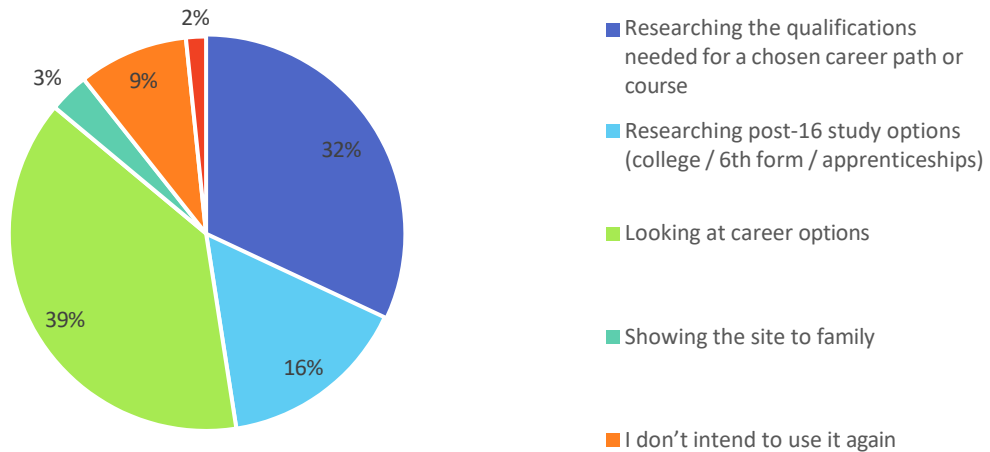


Figure 10. Intended future use of Careerpilot
**Students were asked to select all answers that applied*

Figure 10 shows that for both the Y10 students, and the Y12-13 students, the most common intended uses for Careerpilot were looking at career options (more than 35%) and researching the qualifications needed for a career/course path (more than 30%). Less than 10% of the responses were that students did not intend to use the [website] again, which indicates that nearly all students see the value in using Careerpilot to plan for their chosen career pathways.

Conclusion

To monitor the success of the Careerpilot sessions, results were evaluated against short-term targets and outcomes as presented in Table 2. The table illustrates that all targets apart from one were achieved, indicating that the Careerpilot sessions have been successful in increasing student knowledge about HE, as well as addressing a potential lack in soft skills.



Table 2. Careerpivot – Outcomes achieved in T5

Activity Title and Barriers of HE	Short-term Outcomes and Targets	Indicators Students report/are able to:	Evidence	Target Outcome
Y9 Careerpivot: Jobs and Job Sectors	Increased understanding of job sectors for ≥ 60% students	Define a job sector	48% of students were able to define “Job Sector” Target 60%: T5 achievement 48%	Not achieved
<i>Knowledge of HE Soft Skills Geography</i>	Increased knowledge of graduate opportunities for ≥ 60% students	Identify graduate opportunities	67% of students said they understood more about graduate opportunities Target 60%: T5 achievement 67%	Achieved
	Increased knowledge of LMI and regional post-16 courses for ≥ 40% students	Identify relevant local LMI and post-16 courses	73% of students said they use Careerpivot to help them find local courses linked to subjects and careers they were interested in Target 40%: T5 achievement 73%	Achieved
<p>Also to note:</p> <p>Students reported that they would use Careerpivot after the workshop to:</p> <ul style="list-style-type: none"> • Look at career options (34%) • Research qualifications for careers (31%) 				
Y10 Careerpivot Pre-16 Skills Map Workshop	Increased knowledge of career pathways, including relevant HE options for ≥ 60% students	Identify different career pathways and relevant HE routes	83% of students said they can identify a career they are interested in and know the skills and study routes it requires Target 60%: T5 achievement 83%	Achieved
<i>Knowledge of HE Soft Skills</i>	Increased ability to identify and evidence	Name at least one of their transferable skills	84% of students named two or more transferable skills identified and evidenced at the workshop.	Achieved



	transferable skills for ≥ 50% students		87% said they understand how transferable skills link to their future plans Target 50%: T5 achievement 80% and 87%	
	Increased aspirations towards career choices for ≥ 70% students	Increase in motivation for future plans and career choices	70% of students said they were confident in making decision about their future plans Target 70%: T5 achievement 70%	Achieved
<p>Also to note:</p> <p>49% stated they are more likely to consider going to study at HE level</p> <p>Students reported that they would use Careerpilot after the workshop to:</p> <ul style="list-style-type: none"> • Look at career options (35%) • Research qualifications needed for a chosen career path/course (30%) 				
Y12-13 My Skills Profile Review <i>Knowledge of HE Soft Skills</i>	Increased ability to identify own transferable skills and those required for HE progression for ≥ 80% students	Identify transferable skills	87% of students named two or more transferable skills identified and evidenced at the workshop. Target 80%: T5 achievement 87%	Achieved
	Increased confidence in evidencing transferable skills as part of personal statement for ≥ 50% students	Select and evidence relevant transferable skills for HE application	75% of students said they were able to evidence transferable skills in a job or study application Target 50%: T5 achievement 75%	Achieved
<p>Also to note:</p> <p>47% stated they are more likely to consider going to study at HE level</p> <p>Students reported that they would use Careerpilot after the workshop to:</p> <ul style="list-style-type: none"> • Look at career options (39%) • Research qualifications needed for a chosen career path/course (32%) 				



The majority of the 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. The analysis of the qualitative and quantitative data from three different types of survey provides a body of evidence that the Careerpilot sessions delivered by NSSW staff throughout T5 were well received and impactful

The evidence indicates that sessions were successful in helping most students understand the definition of 'job sector' and the 'ABC' rule. The Jobs and Job Sector session supported Year 9 students with the development of their research skills, started to raise their aspirations, and make them aware of courses available locally. Though with only 48% of students correctly defining a 'job sector', the delivery and evaluation of this section should be reviewed.

The HE Skills Mapping sessions supported Year 10, 12 and 13 students to increase their confidence to evidence transferable skills for HE and career progression. The students' intentions to use Careerpilot website in the future highlight the usefulness of the tool to explore career pathways, and to use as a resource where students indicated 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* and *Geography*, achieving the desired impact. Overall, the data analysed indicates that the Careerpilot sessions continue to be a well-received intervention.