Activity name	KS4 Careerpilot: My Skills Profile
Date	Tranche 6 (Sept 2021 - Aug 2022)
Total number of students	~1675
Total number of target students	~611
Institutions involved ** Institutions that completed surveys*	Brannel School*, Chilton Trinity School, Coombe Dean School*, Eggbuckland Community College, Great Torrington School, Heathfield Community School, Holyrood Academy, Notre Dame RC School*, Paignton Academy, Pool Academy*, Redruth School*, Robert Blake School, St Ives School, St James School*, Teign School*, UTC Plymouth*, Whitstone School*,

Introduction

This report summarises the impact evaluation for the 'Careerpilot: My Skills Profile' outreach activity for the academic year 2021-2022. This activity is offered to schools in Cornwall, Devon and Somerset by Next Steps South West (NSSW), as part of the Uni Connect Programme from the Office for Students (OfS). 'My Skills Profile' is aimed at Key Stage 4 learners in Years 9-11 but is principally for Year 10 students.

'Careerpilot: My Skills Profile' introduces students to the Careerpilot online platform and instructs them in how to conduct individual research on career options. During the session, participants identify and evidence their own transferable skills, and understand how they can be added to a personal 'Skills Map' that can be used when applying for courses, work experience, apprenticeships, and jobs. Through their research and skills reflection, participants learn about the importance of transferable skills for future employment and study opportunities. The session supports students in attending HE by introducing a tool that they can use to record relevant competencies and experiences relevant to higher education.

Sessions in 2021-22, which corresponds to the NSSW Tranche 6 period, were delivered by NSSW Institutional Outreach Officers (IOs) and County Outreach Officers (COOs). Some workshops were further supported by NSSW student ambassadors (SAs) who facilitated the delivery of activities and provided additional information to students about their own experiences of HE and careers. In the main, sessions were delivered in computer suites to entire year groups, enabling both target and non-target students to participate. In total, seventeen schools hosted a workshop which supported approximately 1675 students across the South West.

Aims

The 'Careerpilot: My Skills Profile' workshop was developed to increase motivation, raise aspirations amongst students, and encourage them to reflect on their future plans. It aims to give students the right knowledge and tools to make an informed decision about their next steps. Specifically, it supports students' future decision making by helping them to use the Careerpilot resources to identify, evidence and record their transferable skills and align them with different career pathways and study progression routes.

The workshop intends to reduce the impact that a lack of confidence and understanding, and socio-economic disadvantage may have as barriers to attending HE. It thus addresses the '*Soft Skills*', '*Knowledge of HE*', and '*Socio-Economic*' barriers to higher education as identified in the NSSW Theory of Change.

Table 1 below details the expected short-term outcomes and how the impact of the workshop is measured and evaluated.

Table 1. How success of the workshop in T6 is measured.

Barrier to HE	Short-term outcomes	Indicators
Soft Skills	Increased aspirations towards career choices	Increased likelihood of independent research into career options for **≥ 70% students** *Students report an increased motivation for future plans and career choices*
Soft Skills	Increased ability to identify and evidence transferable skills	Increased ability to identify and evidence transferable skills for **≥ 50% students** *Students can name at least one of their transferable skills*
Knowledge of HE	Increased knowledge of career pathways	Increased knowledge of career pathways, including relevant study routes for **≥ 60% students** *Students can identify different career pathways and relevant HE routes*
Socio-Economic Factors	Increased awareness of relevant HE options	Increased identification of self as potential HE student for **≥ 50% students** *Students report an increased intention for HE*

Evaluation Design and Data Collection

The impact evaluation of the 'Careerpilot: My Skills Profile' activity consisted of a post-session survey that was tailored to the workshop and the anticipated outcomes. The survey was structured around five main qualitative and quantitative questions, which most students answered via an online form. Questions were varied and included Likert scale, multiple choice, and free text options. Responses were anonymous and could not be traced back to individual students.

Some of the workshop participants were asked to answer questions on a pre-session survey. The pre-session survey consisted of some of the same questions as the post-session survey, although for one of the agree/disagree statements the adverb 'better' was removed, and the skills question was re-worded. For logistical reasons students who completed the pre-activity survey were not asked to complete the post-activity survey. Therefore, it has not been possible to track any individual responses pre and post activity. However, the pre-activity survey does function as a control group of responses from students who had not engaged with the 'Skills Map' feature of Careerpilot previously.

Out of the ~1675 students who took part, post-activity survey responses were gathered from 504 participants and pre-activity survey responses were received from 138 students prior to participation. The responses from these surveys are presented and analysed below.

Results

To evaluate how much the session had impacted on students' knowledge and confidence of careers and future decision making, the survey firstly asked workshop participants to respond to four statements relating to the session. Figure 1 summarises the students' responses to these statements. The results are presented next to the pre-session survey responses for the same statements.

When asked to rate their level of confidence in making decisions about their future plans, the majority of post-session participants (n=320, 63.5%) responded that they were confident. This compares with the control group responses which show that fewer students (n=65, 47.1%) were as confident. Students who had yet to take part in the Careerpilot intervention also reported being more 'Unsure' and selected the 'Disagree' option more. This suggests that the session had supported learners in feeling more certain about making decisions for the future.

When asked if they understood how transferable skills linked in with their future plans, the picture was the same. Most post-session survey respondents either agreed or strongly agreed (n=394, 78.2%) that owing to their participation they had a good understanding of this. Control respondents in comparison indicated that they had less understanding of transferable skills linked with future plans (agree=44.2%; strongly agree=7.2%). Figures additionally show that those who completed a pre-session survey more commonly selected the 'Disagree' and 'Unsure' options for this statement. This data indicates that attending a workshop offered students greater opportunity to reflect on and identify transferable skills and be able to link these with their planned routes.

Almost three-quarters (n=374, 74.2%) of learners likewise indicated, by either agreeing or strongly agreeing, that as a result of the day's session they could identify a career they were interested in and knew about the skills and study routes it required. This demonstrates that there was a positive influence of the session on helping students to

research careers and link them with transferable skills and qualifications. The low percentages for those who disagreed (n=16, 3.2%) and strongly disagreed (n=20, 4.0%) to statement c.) is further testament to the students' increased ability to identify skill and study routes into their chosen area of employment. In general, the pre and post survey groups responded similarly to this statement, although the intervention group responded slightly more positively across the five Likert-options.

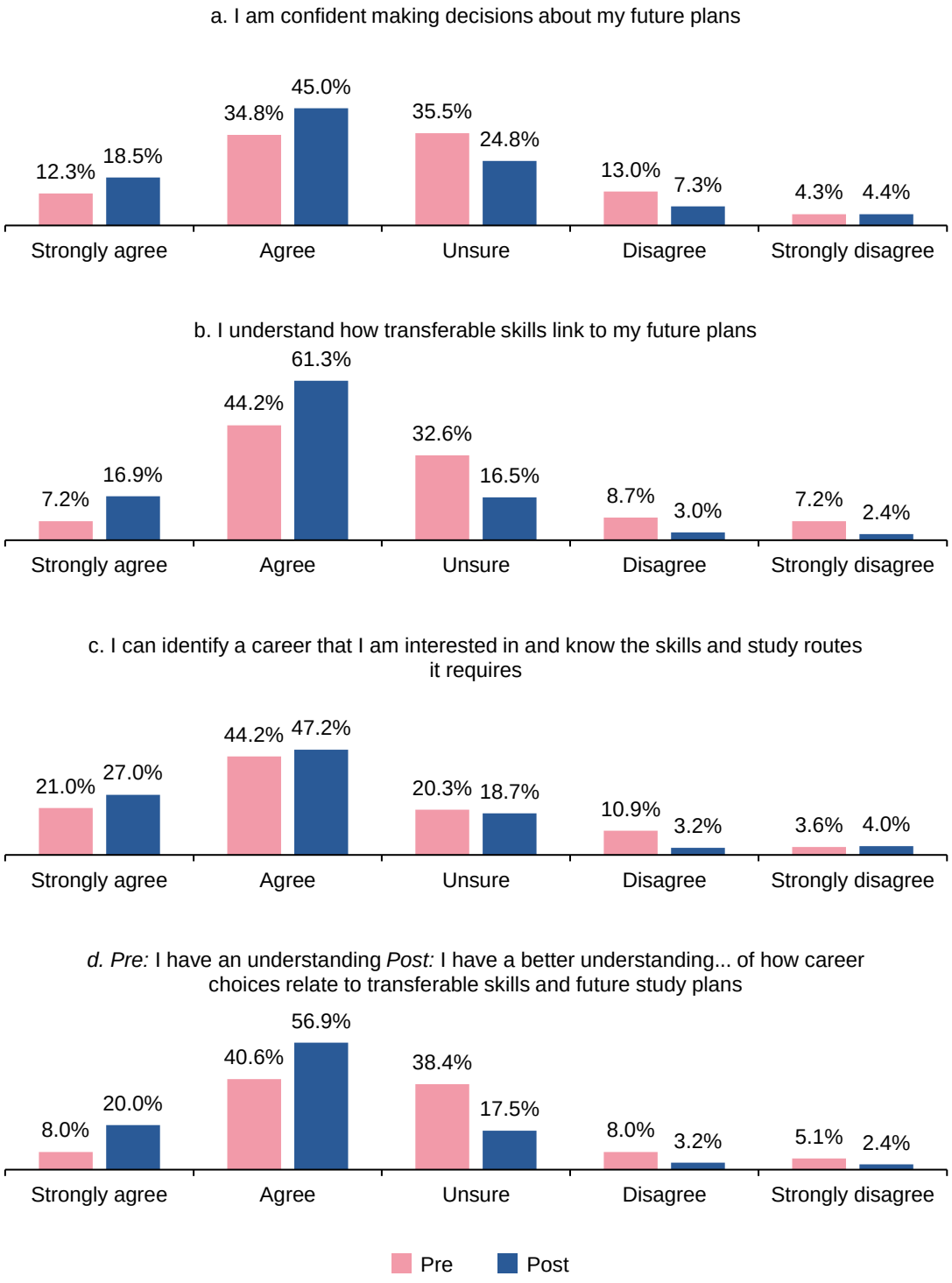

Figure 1. Students' opinions about statements relating to the session.

When asked if they understood how career choices related to transferable skills and future study plans, the data shows that students felt they knew more having taken part in the session. 48.6% (n=67) of students said that they 'Strongly agree' or 'Agree' with the statement before taking part in the activity. However, after taking part, 76.9% (n= 388) of students reported that they 'Strongly agree' and 'Agree'. In line with these statistics, more students felt 'Unsure' (n=53, 38.4%) prior to the activity compared with afterwards (n=88, 17.5%). Evidently the session provided a good opportunity to use Careerpilot to reflect on and consider how careers interplay with skills and study routes.

Statement d.) is a similar question to statement c.), however there is a notable difference in the response frequencies, with statement c.) showing less variation between the survey groups and statement d.) showing more.

To compare the central tendencies of the agree/disagree distributions for the pre and post survey results, and to determine if the two sample group responses differed, a Mann-Whitney U test (see appendix 1) was conducted to compare the ranks for the 504 students who completed a pre-intervention survey versus the 138 students who completed the post-intervention survey. A Mann-Whitney U test was selected based upon its suitability for a non-normal distribution, and due to the ordinal and categorical nature of the data. For all four of the individual tests, a statistically significant difference between the ranked scores was found between the pre and post survey groups ($p=<0.05$). These results reinforce the understanding that there has been a positive change in students' knowledge of, and confidence with, transferable skills for HE and careers following participation, and a usefulness of the session in supporting students to explore future career routes.

Learners were asked to conclude whether, because of their participation in the session, they were likely to consider going to higher education. The same question about the likelihood of going on to HE was also asked to participants before taking part in the activity. Figure 2 shows that, overall, learners are likely to consider going with 57.2% of the pre-session and 55.4% of the post-session responses being positive; either 'Strongly agree' or 'Agree'. Around a third (pre=32.6%, post=30.4%) of students however also felt 'Unsure' about this statement, suggesting that not everyone was as certain or that some learners were happy to offer no opinion.

Although the 'Careerpilot; My Skills Profile' intervention is not set up to explicitly focus on HE promotion, data was collected to assess if the session had any positive impact on supporting students towards attending HE. The data in figure 2 shows that there is only a slight variation in the likelihood of considering going to HE between the pre- and post-session survey results.

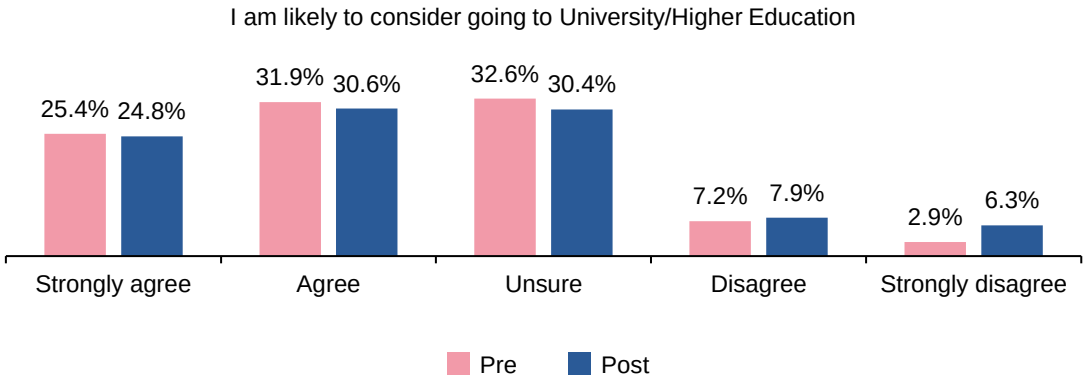

Figure 2. Students' opinions about going to HE.

A Mann-Whitney U statistical test (see appendix 2) was carried out to assess if the two survey populations were equal as surmised, and the outcome showed that there is no significance difference ($p>0.05$) in responses between those who did the intervention and those who had yet to. The two groups are therefore equal. Is it probable that the session had little influence on the likelihood of going to HE, and that there may be other barriers and considerations that are influencing students' decisions about higher education. Equally, there may also be some influence in these results of participants providing a more considered reflection of their thoughts around HE, now that they understand more.

To corroborate the self-reported results from the statements questions, the post-activity survey next asked students to list at least two transferable skills they had identified during the workshop. Those answering the survey before engagement were alternatively asked to state one example of a transferable skill of which they were aware. Pre-session survey respondents mainly listed just one skill type (55.8%), although fifteen students could list two, five could list three and another student listed up to five types. Likewise, post-session survey respondents mainly listed two different skills (74.4%), with eight others stating three, two stating four, and another student stating five types.

While most of the control and intervention group students could state a least one transferable skill, there is a noticeable difference in the number who could not. Appendix 3 shows that the proportion of blank or invalid responses, those which either did not answer the question directly or were hard skills, was much higher for the pre-session responses (n=61, 44.2%) compared to the post-session responses (n=117, 23.2%). This suggests that students who had yet to engage in the workshop found it harder to state a correct example of a transferable skill. The data reveals that the pre-session participations often listed a hard or technical skill, for example '*sign language*', '*car skills*', and '*a sport*'. It is likely that they had yet to develop their understanding of what a transferable or soft skill is, knowledge which was introduced effectively in the Careerpilot sessions.

Figure 3 illustrates the top five transferable skills stated in the surveys, apart from those grouped under 'Other'. For an in-depth look at all the skills mentioned see appendix 3.

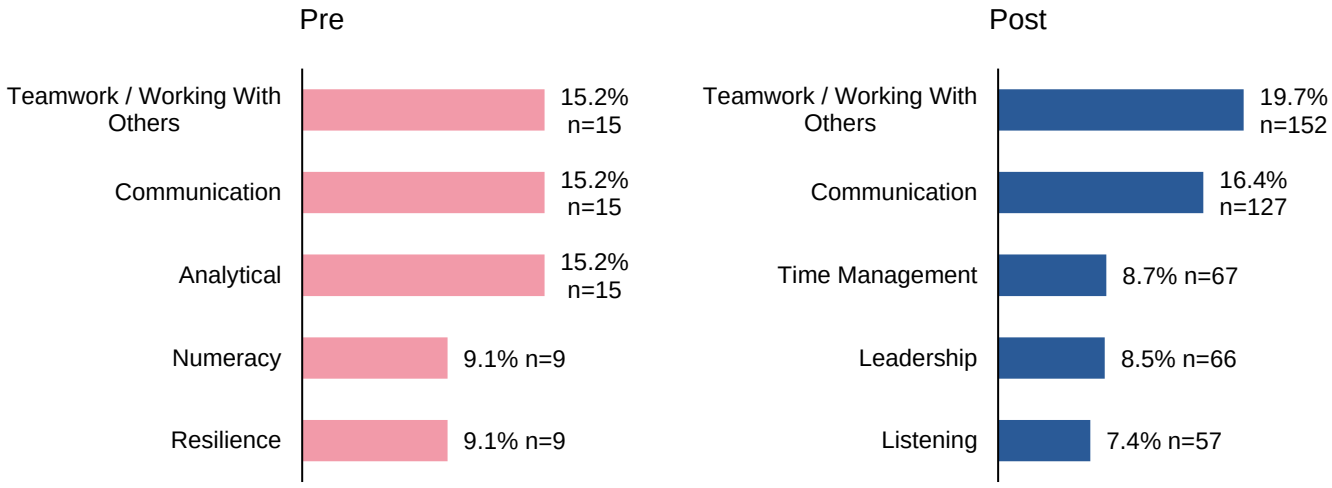

Figure 3. Summary of top five transferable skill examples. The data is displayed as a percentage of the total number of answers, and as a total count.

The most common examples of transferable skills were '*Teamwork / Working with Others*' and '*Communication*'. Students answering the pre-activity survey also frequently stated skills such as '*Analytical*', '*Numeracy*' and '*Resilience*'. Students answering post-activity in comparison more commonly listed '*Time Management*', '*Leadership*' and '*Listening*' as transferable skills they had identified. Many other types of transferable skills were also stated by the intervention survey group; in total forty distinct types were mentioned. This is compared to twenty-six different transferable skills mentioned by students before the session. In general, this data suggests that most participants had developed a good understanding of what constitutes a transferable skill and would have likely increased their understanding of skills and abilities suitable for future study and work.

To link the session's learning to the students' next steps and to get them thinking about future research, the next survey question asked students to choose from six options about how they intended to use Careerpilot again. The students' responses can be seen in table 2. As students could select more than one option, some students may have contributed more than once to overall tallies. As such, table 2 displays both the percentages calculated for the count of answers (n=886) and the number of unique survey responses (n=489). There is no pre-activity data available for this question and the subsequent two questions.

Table 2 shows that most commonly students intended to use Careerpilot again for '*Looking at career options*' (n=299) and '*Researching the qualifications needed for a chosen career path or course*' (n=226). Relatively fewer students intended to show the site to family (n=82). Others (n=11) indicated that they would use Careerpilot for a different reason but did not specify clearly what that might be, although checking what

was needed for the future was cited three times. Less than 23.1% of the responses reported not wanting to use Careerpilot again, which suggests that the majority of session participants saw the value in using the website again for planning their future career and study pathways.

Table 2. Students' thoughts about how they will use Careerpilot after the session.

Summary

Valid responses		Missing responses		Total	
N	**Percent**	**N**	**Percent**	**N**	**Percent**
489	97.0%	15	3.0%	504	100%

Option frequencies

Survey choice	Count (n)	Percent of answers (%)	Percent of responses (%)
Looking at career options	299	33.7	61.1
Researching the qualifications needed for a chosen career path or course	226	25.5	46.2
Researching post-16 study options (college / 6th form / apprenticeships)	155	17.5	31.7
I don't intend to use it again	113	12.8	23.1
Showing the site to family	82	9.3	16.8
Other	11	1.2	2.2
Total	**886**		

Although this activity has a strong focus on enabling students to research and record their skills, there is no option which states 'for the purpose of identifying and evidencing transferable skills'. It is recommended that this is added to the list.

Towards the end of the survey, there was opportunity for students to provide qualitative feedback on the delivery and content of the session. Participants were asked what they thought was the most useful thing that they had gained from the session. Due to the open nature of this survey question the responses were wide ranging. To analyse the data, the responses were grouped based on themes that best represented the variability in the data. The students' categorised responses are summarised in table 3.

The results in table 3 highlight that most students (72.6%) completed the activity having gained at least one valuable piece of information that would support them in their careers planning and progression. Students reported that they benefited most from being introduced to job and career profiles (n=91) and gaining a greater understanding of the skills and qualifications needed for employment (n=85). Student comments also highlighted that they found learning more about transferable skills (n=58) useful. Other areas which students found useful included learning about the Careerpilot platform (n=24), their own skills and attributes (n=23) and being able to identify personally relevant jobs and careers (n=24). In the responses coded as '*Other*' (n=35) there is some indication of the impact of the session beyond its main 'Skills Map' focus, with comments revealing gains in students' perception and understanding of HE, and in their future aspirations and ambitions.

Table 3. Students' thoughts about the most useful attribute gained. The three most popular response themes are shaded light blue.

Summary

Valid responses		Missing responses		Total	
N	**Percent**	**N**	**Percent**	**N**	**Percent**
366	72.6%	138	27.4%	504	100%

Option frequencies

Category ***Learning about…***	**Count (n)**	**Percent of responses (%)**	**Response examples**
Careerpilot	24	6.6%	*"The ability to use Careerpilot"* *"Able to use Careerpilot to find out information regarding my future"* *"Access to Careerpilot"*
Jobs and career profiles	91	24.9%	*"Looking into more career choices in depth"* *"Seeing other jobs that is similar to what I want to do when I'm older"* *"I now have a slightly stronger understanding of different jobs"*
Jobs and careers right for me	27	7.4%	*"Knowing what jobs would suit my skills"* *"A match to a suitable career for me"* *"Being more sure about what I want to do in the future"*
Qualifications/skills needed for a job/career	85	23.2%	*"Knowing the transferable skills needed for the future job I want"* *"Learning about lots of different jobs out there and what qualifications you will need"* *"How different jobs require different levels of education"*
Transferable skills	58	15.8%	*"Knowing what a transferable skill is"* *"Understanding the different amount of transferable skills and how important they can be"* *"I understood how transferable skills can help you in jobs"*
Own abilities/skills/characteristics	23	6.3%	*"The knowledge of what skills I'm good at"* *"Being able to see my skills profile and understand what skills I have most"* *"That I have the capabilities of achieving my dream job if I dedicate myself to it"*
Other	35	9.6%	*"More knowledge on life after high school and education post-16"* *"Finding something for work experience"* *"Everything you need to learn about university"* *"I questioned my choices and consider going to uni"*

			"Personal stories"
Not sure / Nothing	23	6.3%	*"Not much, I have used Careerpilot before"* *"I don't think I learned anything new"* *"Not sure"*

Conversely, it is important to note that a minority of students said that they did not gain anything useful (n=23, 6.3%) and that there were 138/504 survey participants who did not provide any response or responded with a related answer. As just under a third of the surveys provided no data for this question, there is scope to improve on the number of responses received.

The final question of the survey offered the chance for students to feedback about what they would still like to know about Careerpilot, that they had not already gained from the sessions. Table 4 below provides some examples of students' comments for categories that emerged from their responses.

Table 4. Students' feedback about what they would still like to know. The most common response category is shaded light blue.

What I would still like to know…	**Count (n)**	**Response examples**
More about Careerpilot	15	*"More of how to use it"* *"Can I use it later in life?"* *"If there is a way to contact people about work through the website"* *"How I can put more personal information in it to make it more accurate"*
What can it do for me?	5	*"What can it do for my future"* *"Why is it so important for my future?"* *"If it will be able to get me a job"*
More information on different jobs/careers	61	*"More jobs"* *"What jobs are available in my area"* *"What countries have certain jobs"*
How trustworthy is this information?	8	*"How it's founded. How the statistics are found"* *"How up to date wage evaluations are"* *"How accurate the information is"*
Information about HE	8	*"How to know more about the universities"* *"Any links to send you to a specific uni or college for advice on how they work with the specific course your looking for"* *"If you can find out how much money it all costs"* *"Student Life"*
Other	12	*"Apprenticeships"* *"What they think my best job would be"* *"How to write a CV"* *"Qualifications you need for other countries"* *"What other career things there are to help you"* *"What happens if I don't reach my gcse goals"*

		"How to get a work experience placement"
Nothing	126	*"Nothing as I know what I need to know"* *"Nothing at the moment"* *"I don't want to know anything"*

Not all participants responded to this last survey question, and there was a minority of students who were 'unsure' what they would still like to know (n=31). The majority of those who did comment wanted to continue learning about different jobs and careers (n=61) and receive further details about future employment opportunities. Finding out more about the Careerpilot platform and its extended features (n=15) was also commonly cited. For most of the respondents (n=126), they did not need or want to know anything else. This feedback indicates that participants appreciated the information received in the sessions about career opportunities and would like to continue expanding their learning about different study and employment options.

Conclusion

The survey data analysed and presented in this report demonstrates that the 'Careerpilot: My Skills Profile' workshop had a positive influence on students' learning across T6. There is a body of evidence from both the post-session survey feedback and from comparisons with the pre-session data indicating that the intervention was well-received and successful in helping many students. The session supported students to increase their confidence in their future decisions, and confidence in evidencing their transferable skills for HE and careers (see figure 1). This was manifested in the number and variety of skills being listed (see appendix 3). Additionally, students' intentions to use Careerpilot again (see table 2) highlights that they have a new tool with which to continue their independent research about career pathways.

Familiarising students with the 'Skills Map' feature of Careerpilot in KS4 (years 9-11), helped them to understand skill and study routes for careers, and how transferable skills support career planning and career progression. Additionally, the Careerpilot activity helped students to understand more about higher education and elevate ambitions. This has had a significant impact on reducing some of the known barriers to HE for students. The impact of the session in relation to the NSSW barriers can be seen in table 5.

Table 5 shows that the majority of the session's targets were met or exceeded, which corroborates the effectiveness of this workshop in helping students to address the different barriers that might prevent them from progressing towards HE. The expected outcome of being able to increase the likelihood of independent research into career options for ≥ 70% of participants, however, was only partially met as the data did not reflect this level of change for all the evidence. Although the results fell marginally short of the desired target, there was still a considerable influence of the session in motivating students to use Careerpilot again for planning future career choices.

Table 5. Careerpilot: My Skills Profile outcomes achieved in T6.

Barrier to HE	Short-term outcomes	Indicators	Evidence	Outcome Achieved
Soft Skills	Increased aspirations towards career choices	Increased likelihood of independent research into career options for **≥ 70% students** *Students report an increased motivation for future plans and career choices*	63.5% of students agreed that they were confident making decisions about their future plans 78.8% of students outlined at least one way they would use Careerpilot after the session Target 70%: Result 63.5+%	**Nearly Achieved**
Soft Skills	Increased ability to identify and evidence transferable skills	Increased ability to identify and evidence transferable skills for **≥ 50% students** *Students can name at least one of their transferable skills*	78.2% of students agreed that they understand how transferable skills linked to their future plans 76.9% of students agreed that they have a better understanding of how career choices relate to transferable skills and future study plans 74.4% of students listed at least two examples of transferable skills Target 50%: Result 74.4+%	**Achieved**
Knowledge of HE	Increased knowledge of career pathways	Increased knowledge of career pathways, including relevant study routes for **≥ 60% students** *Students can identify different career pathways and relevant HE routes*	74.2% of students agreed that they can identify a career they are interested in and know the skills and study routes it requires Target 60%: Result 74.2%	**Achieved**
Socio-Economic Factors	Increased awareness of relevant HE options	Increased identification of self as potential HE student for **≥ 50% students** *Students report an increased intention for HE*	55.4% of students agreed that they are more likely to consider going to University/Higher Education Target 50%: Result 55.4%	**Achieved**

Recommendations

The survey results show an all-round success of the workshop, but there is scope for small improvements to be made to the following areas:

- There is scope to capture more student responses to the qualitative question asking them what they gained from the session. It is recommended that this

could be achieved by making the survey question mandatory on the online version. It would also be beneficial to further help students to articulate the things they have learnt about during the session. This could be achieved by adding to the reflection slide which appears at the end of the presentation. As well as listing the objectives that have been achieved, the slide could also specify 'take aways' which chop down the session's information into a handful of key conclusions/facts that students have learnt about. The 'take aways' would help students to better recall what they have learnt and understand what they need to remember, bolstering their information literacy.

- Statements c and d in the first survey question would benefit from a re-phrase or re-format to ensure that they are not too similar.

- It is advised that an extra option be provided on the list of choices for the question '*How will you use Careerpilot after today's session?*' so that participants can indicate a future use relating to exploring transferable skills – which is a key session objective.

These changes will support workshop evaluation into tranche 7 and beyond.

Appendix

Appendix 1. Tests to see whether there is a statistical difference in the agree/disagree responses between those who engaged in Careerpilot: My Skills Profile compared with those who did not.

Statement a

	N	Median	IQR	Mean rank	Mann-Whitney U	Z Value	p Value
Control group	138	3	3-4	59.808	28806	-3.2672	0.0010862 (p=<0.05)
Intervention group	504	4	3-4	261.69			

Statement b

	N	Median	IQR	Mean rank	Mann-Whitney U	Z Value	p Value
Control group	138	4	3-4	52.519	24126	-6.178	6.4908E-10 (p=<0.05)
Intervention group	504	4	4-4	268.98			

Statement c

	N	Median	IQR	Mean rank	Mann-Whitney U	Z Value	p Value
Control group	138	4	3-3	62.645	30627	-2.2973	0.0216 (p=<0.05)
Intervention group	504	4	3-5	258.86			

Statement d

	N	Median	IQR	Mean rank	Mann-Whitney U	Z Value	p Value
Control group	138	3	3-4	51.697	23599	-6.3493	2.163E-10 (p=<0.05)
Intervention group	504	4	4-4	269.8			

Appendix 2. Test to see whether there is a statistical difference in the agree/disagree responses between those who engaged in Careerpilot: My Skills Profile compared with those who did not.

	N	Median	IQR	Mean rank	Mann-Whitney U	Z Value	p Value
Control group	138	4	3-5	71.025	33545	-0.66266	0.50755 (p=>0.05)
Intervention group	504	4	3-4	250.48			

Appendix 3. Tables showing the range of transferable skills that were identified by students before and after the session.

Pre

Summary

Valid responses		Missing/ Invalid responses		Total	
N	Percent	N	Percent	N	Percent
77	55.8%	61	44.2%	138	100%

Responses

Transferable skill	Count (n)	Percent of answers (%)	Percent of respondents (%)
Analytical	15	15.2%	19.5%
Communication	15	15.2%	19.5%
Confidence	3	3.0%	3.9%
Creativity	3	3.0%	3.9%
Numeracy	9	9.1%	11.7%
Organisation	3	3.0%	3.9%
Problem Solving	6	6.1%	7.8%
Resilience	9	9.1%	11.7%
Teamwork / Working with Others	15	15.2%	19.5%
Other* **Have counts 2 or lower* (*Resourceful, IT, Speaking, Leadership, Quick Learner, Social, Instruction, Presenting, Friendly, Flexibility, Patience, Time Management, Creativity, Reliable, Focused, Practical, Dedicated)*	21	21.2%	27.3%
Total	**99**		

Post

Summary

Valid responses		Missing/Invalid responses		Total	
N	Percent	N	Percent	N	Percent
387	76.8%	117	23.2%	504	100%

Responses

Transferable skill	Count (n)	Percent of answers (%)	Percent of respondents (%)
Aiming High	8	1.0%	2.1%
Analytical	6	0.8%	1.6%
Communication	127	16.4%	32.8%
Creativity	26	3.4%	6.7%
Flexibility	32	4.1%	8.3%
Friendly / Approachable	6	0.8%	1.6%
Independence	15	1.9%	3.9%
Initiative	14	1.8%	3.6%
IT	14	1.8%	3.6%

Leadership	66	8.5%	17.1%
Listening	57	7.4%	14.7%
Numeracy	12	1.6%	3.1%
Organisation	13	1.7%	3.4%
Patience	7	0.9%	1.8%
Positivity	6	0.8%	1.6%
Problem Solving	48	6.2%	12.4%
Resilience	16	2.1%	4.1%
Speaking	21	2.7%	5.4%
Teamwork / Working with Others	152	19.7%	39.3%
Time Management	67	8.7%	17.3%
Other* **Have counts 5 or lower* *(Perseverance, Reliability, Punctuality, Working Under Pressure, Motivation, Attention to Detail, Understanding, Democratic, Confidence, Tolerance, Disciplined, Dedicated, Critical Thinking, Reasoning, Practical, Decision Making, Empathy, Responsibility, Realism, Self-reflection)*	60	7.8%	15.5%
Total	**776**		