



Activity name	Careerpilot: Jobs & Job Sectors
Date	September 2022 to July 2023
Total number of students	~5152
Total number of target students	~1529
Institutions involved <i>* Institutions that completed surveys</i>	ACE Schools Plymouth, Bishop Fox's School*, Brannel School, Bridgwater College Academy*, Brixham College, Buckler's Mead School*, Coombe Dean School*, Cranbrook Education Centre* Egguckland Community College, Great Torrington School*, Haygrove School*, Holsworthy Community College*, Holyrood Academy*, Honiton Community College, King Edward VI Community College, Mounts Bay Academy*, Notre Dame RC School*, Paignton Academy, Pool Academy*, Preston School Academy*, Pyrland School, Robert Blake School*, South Molton Community College*, St Boniface's RC College*, St James School*, St Luke's Church of England School*, Teign School, Teignmouth Community School, The Blue School*, The Castle School, The Park Community School*, The Taunton Academy*, Tiverton High School*, Tor Bridge High*, Torpoint Community College*, Torquay Academy, Uffculme School*, UTC Plymouth*, West Somerset College*, Whitstone

Introduction

The Careerpilot sessions introduce 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. The Jobs and Job Sectors workshop is primarily delivered to Year 9 students and focuses on helping them explore different job sectors, careers and the qualifications needed to enter different professions. It also encourages students to consider HE as part of their career route, including higher-level apprenticeships. The workshop aims to address a Lack of Knowledge of HE and a Lack of Soft Skills as barriers to HE progression.

The target for these workshops was an 'increased knowledge of graduate opportunities for 60% or more of students' and an 'increased understanding of job sectors for 60% or more of students'. The sessions were evaluated using post-activity evaluation surveys, including quantitative and qualitative questions.

Results

The following figures and tables show the response rates for these surveys.

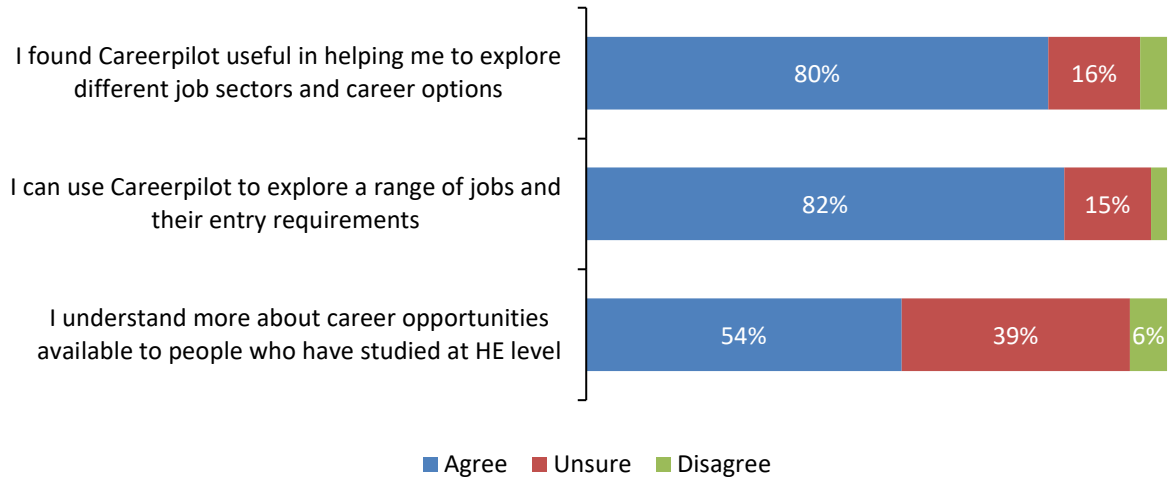


Figure 1. Students' responses to statements about using Careerpivot.

Following the workshop, ~80% of students agreed that Careerpivot was useful in helping them to explore future career options and entry requirements for different jobs. 54% agreed they knew more about the career opportunities available to people who have studied at HE level.

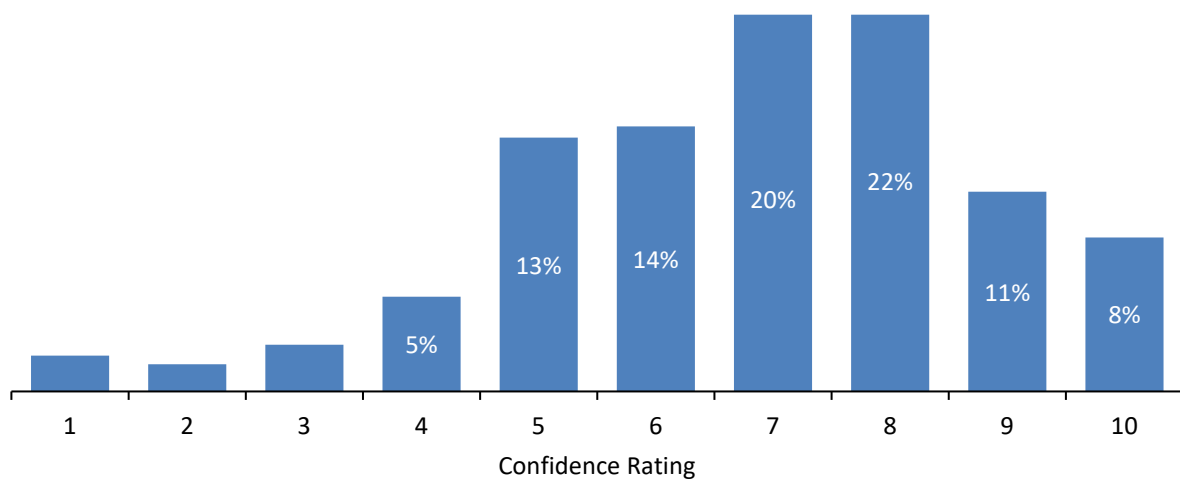


Figure 2. Student responses on how confident they feel in researching a future job or career path.

That data suggests most of students feel more confident in planning their future using Careerpivot.

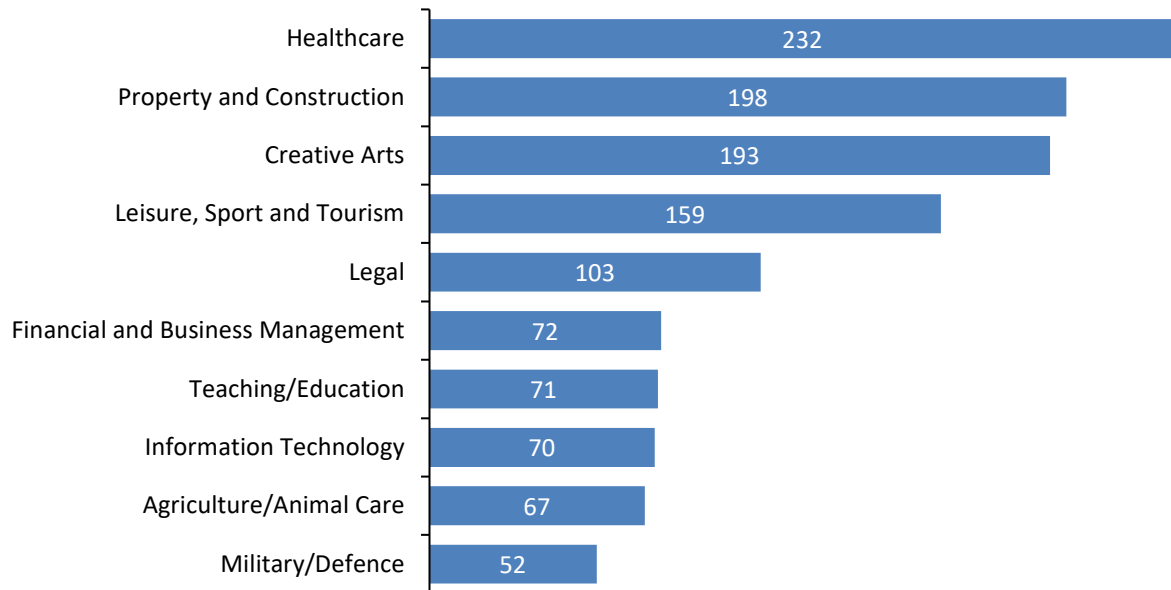


Figure 3. Industries students researched using Careerpilot.

The students were also able to research a wide range of jobs and career sectors during the workshop.

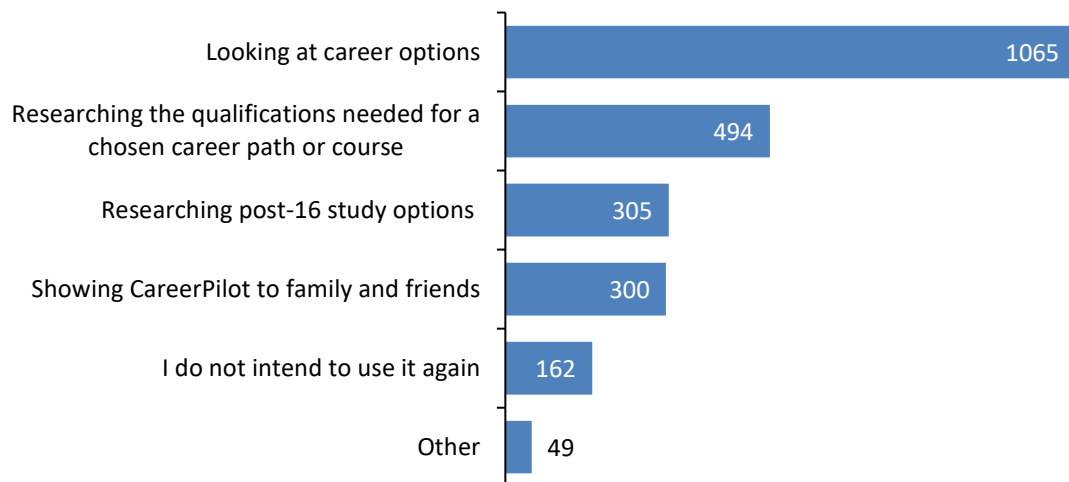


Figure 4. Student responses for how they will use Careerpilot again.

97% of students indicated they would use Careerpilot again, primarily to research career options. Overall, this data suggests that students found Careerpilot a useful tool in researching future options.



Outcomes Achieved

Table 1. Careerpivot: Jobs and Job Sectors – Outcomes achieved in T7

Barriers to HE Progression	Short-term outcomes and targets	Indicators	Evidence
<i>Knowledge of HE</i>	Increased knowledge of graduate opportunities for ≥ 60% of students	Students are able to identify graduate opportunities	82% of students agreed that they could use Careerpivot to explore new jobs and their entry requirements – Achieved. 54% of students agreed they understood more about career opportunities available to people who have studied at HE level – Not Achieved. 20% of students were able to give an example of a job they had researched that requires a higher education qualification, and the specific HE entry requirements normally needed – Not Achieved.
<i>Socio-Economic Factors</i>	Increased understanding of job sectors for ≥ 60% of students	Students are able to define a job sector	80% of students agreed that that they had found Careerpivot useful in helping them to explore different job sectors and career options – Achieved. 93% of said they would use Careerpivot again, primarily to look at career options– Achieved.

Conclusion

The target of students having increased knowledge of graduate opportunities exceeded the desired outcome in one evidence area: 82% of students agreed that they could use Careerpivot to explore new jobs and entry requirements. 54% of students agreed that they understood more about career opportunities available to people who have studied at HE level; this did not meet the threshold of 60% but was very close. 20% of students were able to give an example of a job they had researched that required a higher education qualification and the specific HE requirements normally needed. This also did not meet the target threshold.

The target of 60% or students having increased understanding of job sectors was exceeded in both evidence areas. 80% of students agreed that they found Careerpivot useful in helping them to explore different job sectors and career options. Furthermore, almost all students (93%) said they would use Careerpivot again to look at career options.

The evidence shows that the overall impact of the workshops has been positive and helped to increase students' knowledge of graduate opportunities and understanding of job sectors. In particular, students recognised Careerpivot as a useful tool to explore new jobs and were able to use it during the session and intended to use it in the future as way of exploring career options.