



<b>Activity name</b>	Tranche 7 Careerpilot My Skills Profile
<b>Date</b>	Sept 2022 – Aug 2023
<b>Total number of students</b>	~2321
<b>Total number of target students</b>	~814
<b>Institutions involved</b> <i>* Institutions that completed surveys</i>	ACE Schools Plymouth, Buckler’s Mead School*, Chilton Trinity School*, Eggbuckland Community College, Honiton Community College*, Mounts Bay Academy*, Notre Dame RC School, Paignton Academy, Pilton Community College, Pool Academy, Robert Blake School*, St Boniface’s RC College*, St Cuthbert Mayne School, Teign School, Teignmouth Community School, The Spires College, The Taunton Academy*, Torpoint Community College*, UTC Plymouth, West Somerset College, Whitstone School

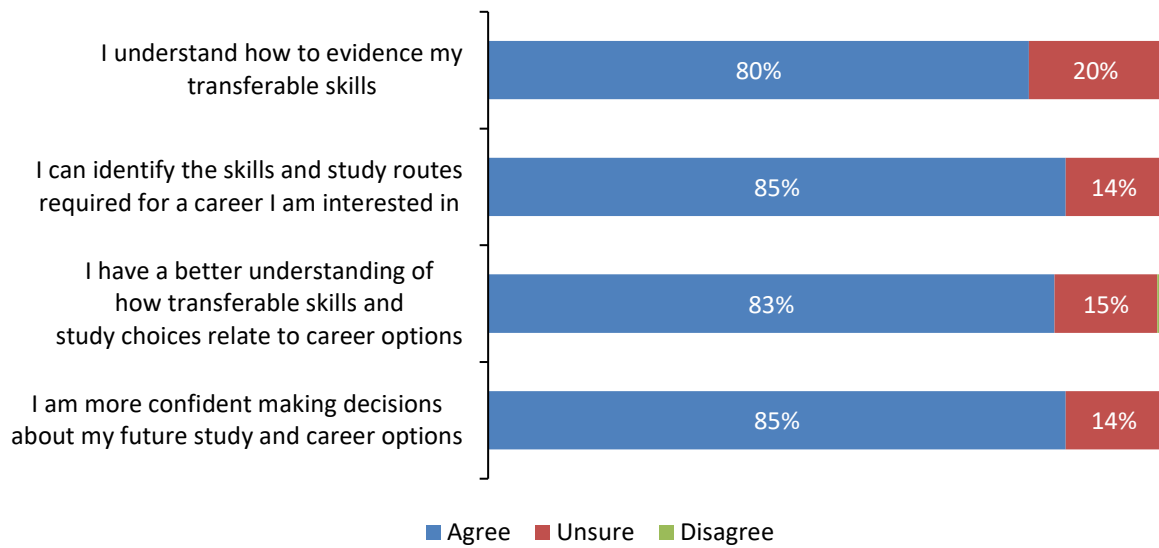
### **Introduction**

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 My Skills Profile (MSP) workshop is mainly delivered to Year 10 students and teaches them how to research career options, identify and evidence their own transferable skills, and add them to a personal ‘Skills Map’ that can be used when applying for courses, work experience, apprenticeships, and jobs. The workshop aims to address the barriers to HE progression of a Lack of Soft Skills, Lack of Knowledge of HE, and Socio-Economic factors. The activity aims to increase students’ knowledge of career pathways and their ability to identify and evidence transferable skills, encourage independent research into career options, and increase the likelihood of identifying themselves as a potential HE student.

The targets for these workshops are an ‘increased knowledge of career pathways, including relevant study routes for 60% or more of students’, an ‘increased ability to identify and evidence transferable skills for 50% or more of students’, an ‘increased likelihood of independent research into career options for 70% or more of students’ and an ‘increased identification of self as potential HE student for 50% or more of students’. The sessions were evaluated using post-activity evaluation surveys, including quantitative and qualitative questions.

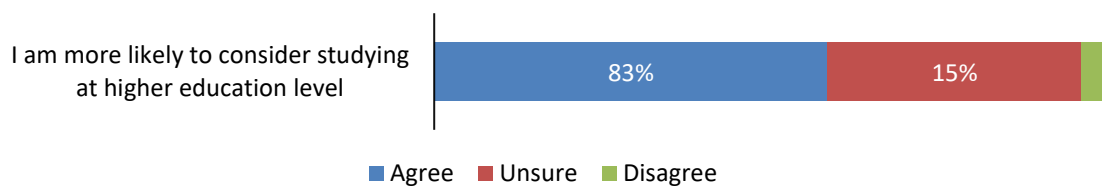
## Results

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



**Figure 1.** Students' levels of agreement to statements about the Careerpilot My Skills Profile sessions.

The Careerpilot MSP workshops have enabled students to evidence their transferable skills and understand how these skills connect to future career opportunities. Through reflection on their personal choices, students have gained insights into the skills and pathways required for specific professions. Consequently, they now feel more confident in making informed decisions about their future studies and career paths (Figure 1).



**Figure 2.** Students' opinions on progressing into HE.

When asked whether the session had made them more likely to consider higher education, the majority of students indicated that they are now considering pursuing this pathway (Figure 2). This data highlights the workshops' effectiveness in guiding students to explore potential pathways and see themselves as future HE students.

When asked to explain their response (Table 1), the most frequent reason for considering higher education was for the experience and potential opportunities it provides, with 60 respondents citing this. Other significant reasons included that higher education qualifications are necessary for a chosen

career path (41 responses) and increased knowledge or confidence regarding future careers and education (20 responses).

**Table 1.** Students' primary reasons for being more or less likely to consider studying at HE-level.

*I am more likely to consider studying at higher education level*

*Agree*

Reason for response	Count (n)	Example response
For the experience / benefit of going	60	"I am more likely to consider a higher education because it can open up more opportunities for me in the future"
It is necessary for my chosen path	41	"I am more likely to study at higher education because it is essential for the job I want to do"
More knowledgeable / confident about my skills, future careers, HE	20	"I am more likely because I have a better understanding and I am more confident in the route I need to take"
Perspective on HE is unchanged / Still going	12	"I am more likely to go for higher education because I had already decided I wanted to before the lesson"
Want to stay in education / continue learning / enjoy subject	10	"I am more likely to consider HE because I want to learn more about a specific subject"

*Unsure*

Reason for response	Count (n)	Example response
Unsure of future / career plans	35	"I am unsure to consider HE because I still am not 100% what I want to do when I am older and need to have a longer look"
Concerned about grades & skills	9	"I don't know if I am going to get good enough GCSEs to do the job I want"
Perspective on HE is unchanged / Still going	8	"I am not more likely nor less likely to study at higher education as I had already decided to"
HE is not for me	8	"I am not completely likely to consider HE because I wish to not take it unless I have a change of mind"

*Disagree*

Reason for response	Count (n)	Example response
Do not enjoy school / studying	7	"I don't like school, wouldn't want to put myself through the pain and the student debt"
Not interested in HE	5	"I'm not likely because it doesn't interest me"
Cannot get the grades / not smart enough	5	"I am not likely to consider HE because I'm not smart"
It isn't necessary for my chosen path	4	"I am not likely because it is not related to my career path"

The most common reason for uncertainty about pursuing higher education was a lack of clarity about future career plans, mentioned by 35 respondents. Other factors included worries about grades and skills (9 respondents), an unchanged view on HE (8 respondents), and the belief that higher education was not the right personal choice (8 respondents).

The reasons for not considering higher education included a dislike for school or further study (7 respondents) and a lack of interest in HE (5 respondents). Additionally, some individuals felt that they wouldn't achieve the necessary grades to attend or that higher education wasn't relevant to their career goals (5 and 4 respondents, respectively).

The data indicates that most students feel confident in their planning for their future. However, some students, would benefit from further guidance on making future decisions, enhancing academic performance and skills, and identifying areas of interest in higher education.



**Figure 3.** Shows the top ten transferable skills mentioned by students.

The Careerpilot MSP workshop provided students with the chance to explore a variety of transferable skills. Survey results show that many students (368/423 respondents) could identify multiple skills, with communication and teamwork being the most frequently mentioned (Figure 3). Additionally, skills such as listening, time-management, leadership and problem-solving were commonly noted. Overall, forty-one different transferable skills were highlighted. This data suggests that students now have a strong awareness of transferable or soft skills and can recognise those that are relevant to their future opportunities. By recognising that they have these skills, students are better prepared to articulate them in different contexts, including interviews, applications, or personal planning.

Table 2 highlights how students intend to use Careerpilot again. As students could select more than one option, some have contributed more than once to the overall tallies. The majority of students expressed plans to use Careerpilot for 'Planning a career' and 'Researching the qualifications and skills needed for a chosen career or course,' while fewer intended to 'Show it to family/friends'. Fewer than 8.8% of responses indicated a lack of interest in using Careerpilot again, suggesting that most participants recognised its value as a tool for future career and study planning.

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

Thematic category	Count (n)	Percent of answers (%)
Planning a career	247	26.4%
Researching the qualifications and skills needed for a chosen career or course	241	25.7%
Developing a job application	170	18.1%
Developing a personal statement for a higher education or further education application	99	10.6%
Showing Careerpivot to family/friends	88	9.4%
I do not intend to use Careerpivot again	82	8.8%
Other	10	1.1%

### Outcomes Achieved

Careerpivot My Skills Profile sessions have successfully achieved all three targets:

**Table 3.** Careerpivot My Skills Profile – Outcomes achieved in T7

Barriers to HE progression	Short-term outcomes and targets	Indicators	Evidence
<i>Knowledge of HE</i>	Increased knowledge of career pathways, including relevant study routes <b>for ≥ 60% of students</b>	Students are able to identify different career pathways and relevant HE routes	85% of students agreed that they were able to identify the skills and study routes required for a career they were interested in – <b>Achieved</b>
<i>Soft Skills</i>	Increased ability to identify and evidence transferable skills <b>for ≥ 50% of students</b>	Students are able to name at least one of their transferable skills	87% of students were able to identify two transferable skills – <b>Achieved</b> 80% of students agreed they understood how to evidence their transferable skills – <b>Achieved</b>
	Increased likelihood of independent research into career options <b>for ≥ 70% of students</b>	Students report an increase in motivation for future plans and career choices	83% of students agreed that they had a better understanding of how transferable skills and study choices relate to career options – <b>Achieved</b> 85% of students agreed they were more confident making decisions about their future study and career options – <b>Achieved</b> 91% of students said they would use Careerpivot again, primarily to look at 'Planning a career' – <b>Achieved</b>
<i>Socio-Economic Factors</i>	Increased identification of self as potential HE student <b>for ≥ 50% of students</b>	Students report an increased intention for HE progression	83% of students agreed that that they were more likely to consider studying at higher education level – <b>Achieved</b>

## Conclusion

The survey data analysed and presented in this report demonstrates that the Careerpilot My Skills Profile workshops positively impacted students' learning across T7. The targets of an 'increased knowledge of career pathways, including relevant study routes for 60% or more of students', an 'increased ability to identify and evidence transferable skills for 50% or more of students', an 'increased likelihood of independent research into career options for 70% or more of students' and an 'increased identification of self as potential HE student for 50% or more of students' were all surpassed.

These results affirm the effectiveness of the workshops in enhancing students' knowledge and understanding. The exceeded targets suggest that students have notably improved their ability to evidence skills and connect them to personal career and education choices. Notably, students now view Careerpilot as a valuable tool for exploring future plans and conducting independent career research, including investigating relevant higher education pathways.