**Careerpilot**

 **Report to WIN NCOP: February 2019**





**Key points:**

* The Careerpilot Guidance sessions meet the individual needs of WIN students and enabled them to feel better informed and more optimistic about their future plans.
* The Careerpilot website impacts on young people’s awareness of progression choices and the many routes to HIM.
* The 2018-19 model has integrated HEAs into the Careerpilot Guidance process.
* WIN NCOP students face multiple barriers: financial; parental; in their understanding of career and progression pathways; geographically; in their progression decisions which can favour a vocational rather than an academic pathway.
* WIN students would like help with choosing the right course, understanding what student life would be like and about financial support.
* Interventions through mentoring, work experience and support to overcome individual barriers could have a positive impact on WIN students.

**Careerpilot as part of the WIN NCOP offer:**

[Careerpilot](http://careerpilot.org.uk/) is an impartial careers website providing 13-19 year olds with information on all the available pathways and the multiple routes to higher level study. The site also includes information on jobs and providers. ‘Career Tools’ help students personalise their choices and complete and store quizzes, including the Skills Map and Next Steps. The site also includes a Parent Zone and a Reporting Zone, where the students’ Career Tools reports are stored and can be viewed by schools and colleges.

The WIN NCOP has commissioned experienced careers advisers from the Careerpilot Team to provide one hour, one to one or small group Careerpilot sessions to all WIN cohort students in Y10 – Y13, in each year of the NCOP project, and to offer workshop sessions for whole year groups and staff training, in each targeted school.

Each school has been given an annual allocation of Careerpilot sessions with target students. Target students are 20% of students from NCOP wards with GCSE potential or achievement. Office for Student’s data was used to determine indicative numbers by school and target ward.

In 2017-18 the guidance adviser, in the one hour session, started with the Careerpilot Career Tools and then provided guidance, with the HEAS providing follow-up after guidance. In 2018-19, to extend the time spent on guidance and to provide the HEAs with a tool to support engagement with their WIN students a revised model is being implemented.

To provide HEAs with the professional skills to support careers and guidance and to extend the capacity within the WIN to provide L6 guidance, six WIN staff and 2 Careerpilot staff are working towards the Diploma of Careers Guidance and Development and are expected to achieve the award in 2019/20.

**Revised WIN/Careerpilot Model: 2018-19**

**Pre-guidance session:**

WIN Higher Education Advisers (HEAs) in WIN schools meet with WIN students to get them registered on Careerpilot and complete specific Career Tool tasks on the site. The HEA writes a short comment on the Careerpilot Reporting Zone about the individual student (visible to the student through their Careerpilot account).

**Guidance session:**

A level 6/7 qualified adviser meets with the student for one hour (one-to-one in Y11-13, in pairs for Y10) and, building on the information from the pre-guidance session, provides personal careers guidance and supports the students in using other key Career Tool tasks. e.g. choosing jobs/courses, completing the Skills Map and Next Steps Quiz. The adviser writes a report on Careerpilot, which includes actions agreed with the student.

**Follow-up:**

The HEA provides one-to-one support to the student, helping them to meet actions, adapt plans and in requesting further guidance support, if required. HEA records comments on Careerpilot.

**Sessions delivered to date (February 2019):**

Between September 2018 and Feb 1st 2019 the Careerpilot Team has worked with 12 engaged WIN schools (9 in 2017-18) and has delivered one hour Careerpilot sessions with 298 students, as follows:

* Year 10: 105 sessions in pairs
* Year 11: 116 one to one sessions
* Year 12: 16 one to one sessions (most Y12 work takes place February onwards)
* Year 13: 53 one to one sessions

The team also delivered 5 days of Careerpilot workshop sessions with whole year groups in schools.

In colleges, 21 groups received Careerpilot workshop sessions.

**Research project**

To more robustly evaluate the impact of the Careerpilot WIN model, in 2019-20 Alison Rouncefield-Swales is conducting a research project with WIN students who have received Careerpilot guidance.

The research has four stages:

1. Baseline Careerpilot guidance survey: completed after guidance which includes an option for students to opt in to a follow-up survey.
2. Follow-up survey – early March 2019.
3. Focus group sessions with students of different ages, school staff and HEAs – late March 2019.
4. Final report and executive summary – June 2019.

**Feedback from 128 students completing Careerpilot/WIN baseline survey to date shows:**

71% said they had no close relative who had been to university (A Careerpilot survey with more than 2000 general user’s shows 30%).

59% of those surveyed said at age 18 they were considering a university level course, 35% said an apprenticeship and 31% said college (they could choose more than one option).

96% of students surveyed said they had had a previous Careerpilot guidance activity within the past year through either small group, one-to-one or follow-up sessions.

**Asked ‘How useful did you find the Careerpilot activities?’ the following scored most highly:**

* Job profiles/job sectors
* Having a Careerpilot account and report that I can look up and update
* The information sections
* Being able to bookmarks things I liked.

**Asked ‘How much did you learn from the Careerpilot information?’ the following scored either ‘a lot’ or ‘some new information’:**

* About different qualifications I could study – 98%;
* About jobs and job sectors I might be interested in – 96%
* About different providers – 93%
* About the range of HE opportunities – 91%

**Asked to agree or disagree with statements about the session with the guidance adviser, the students agreed or agreed strongly, as follows:**

* It helped me explore a range of choices available to me – 97%
* The session was tailored to meet my needs and aspirations – 96%
* I feel better informed about my future options – 96%
* The adviser understood my needs – 95%

“I would highly recommend (the Careerpilot session) as it helps significantly to have a focused session to gain a better understanding of what you want to do next and the steps you will take to achieve them without the feeling of being overwhelmed with all the information.”

* It was useful to talk to someone knowledgeable about careers and options – 94%
* It was useful to have time to focus on my choices – 93%
* I learnt new things from the guidance session – 92%
* I feel more optimistic about my future career and options – 93%.

**Feedback from stakeholders through various surveys show:**

Careerpilot is considered to be one of the WIN activities that has the biggest impact.

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**Quotes from teachers and HEAs completing stakeholder surveys:**

“Students have really valued their 1:1 Careerpilot sessions and the conversations have helped them come to better informed decisions about the directions they want to take in the future. They look forward to the sessions and conversations are ongoing.”

“Careerpilot is a fantastic resource to have at your fingertips! It helps you signpost your students quickly to the right information and to reliable resources that can help them to pull together their future options and ideas.”

**From observations and experience through the Careerpilot session we learnt more about the barriers NCOP students face:**

* **Some have a financial barrier** such as, they can’t afford to attend open days, pay for UCAS fees, take part in after school clubs, etc. which will contribute to their progression goals/CVs. There were also students in Y13, who currently receive additional support for learning who might have a potential gap in their support for the first few months at a university while a DSA assessment is completed.
* **Some have a parental barrier** such as parents not feeling that university will be of benefit, not wanting their child to move away from home, being concerned about the fees and costs. Also, parents who support the idea of progression to university but haven’t the information or experience to be able to support the process.
* **Some have an understanding barrier,** such as, being interested in specific pathways but not having the right or sufficiently detailed information. As an example, quite a few students are interested in law, but are unsure about the different roles in this job area, time needed to progress, additional costs required and also competition, particularly with other students with considerable social capital. Also, students sometimes do not know what they don’t know because they have no previous experience of university, the processes they need to follow, how to build up their CV, networks, etc.
* **Some have a logistical/geographical barrier**, such as, students who live in S Wilts or Weston who are a long way from WIN universities making it difficult for them to travel to participate in WP or WIN events. Also some are more likely to go to colleges and universities near to where they live but which are outside the WIN area.
* **Some have a progression barrier**, such as,students who are predicted very good GCSEs e.g. 7 and 8s, who are only considering college and vocational courses, even though they have the potential for A Levels and not knowing that some progression to HE will be restricted if they do not follow the A Level path. They are familiar with FE because they know people who have followed this pathway and appear to see progression to a vocational course as either easier or more aligned with a future job.

**Through observations and experience we have learnt about variations at the school/local level that appear to make a difference:**

* Schools which are closely associated with the Armed Forces, by location and provision of army cadets, are more likely to have students wishing to pursue careers in the forces.
* Students that attend schools with organised work experience in Year 10 have greater awareness of what different jobs and work are like when they come to make choices in Year 11.
* Students who go to sixth forms where they promote a range of extracurricular options such as, On Track to Bath, Nuffield Internships and Access to Bristol can have a clearer idea of what they want to study at university and a potentially better chance of getting a place at a selecting university.
* Some schools find it hard to recruit and retain qualified STEM teachers. This has an impact on what students choose to do after Year 11 and their engagement with STEM subjects.
* Some schools have a highly organised and structured careers programme from Year 9 – 13 and a qualified careers adviser, and some do not. The quality of the provision affects how much a student may know about their options which could affect their future decisions.
* Students who are taken to visit universities as a whole year group as part of a trip have a more positive view of university and might be more likely to think about this pathway.
* Rural schools have less access to opportunities – whether it is universities attending to speak to students or interesting work experience opportunities.
* Offering mentoring and support from alumni could help students develop higher aspirations.

**From aggregating information in the Careerpilot Reporting Zone across all WIN school by year group, we learnt:**

**The following job sectors are the most popular: Top 5 across all years, bottom 5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y10** | **Y11** | **Y12** | **Y13** | **All** |
| **105 students** | **121 students** | **16 students** | **54 students** | **296 students** |
| **Replies** | **% of year** | **Rank** | **Replies** | **% of year** | **Rank** | **Replies** | **% of** **Year** | **Rank** | **Replies** | **% of year** | **Rank** | **Replies** | **% of total** | **Rank** |
| Animal, agriculture & environment | **16** | **15.2** | **3rd =** | **16** | **13.2** |  | **0** | **0.0** |  | **6** | **11.1** |  | **38** | **12.8** | **10th** |
| Art & design | **28** | **26.7** | **1st** | **54** | **44.6** | **1st** | **16** | **100.0** | **1st** | **32** | **59.3** | **1st** | **130** | **43.6** | **1st** |
| Business & finance | **16** | **15.2** | **3rd =** | **32** | **26.4** |  | **0** | **0.0** |  | **15** | **27.8** |  | **63** | **21.1** | **6th**  |
| Childcare, education & training | **13** | **12.4** |  | **30** | **24.8** |  | **6** | **37.5** | **4th=** | **9** | **16.7** |  | **58** | **19.5** | **8th =** |
| Construction & the built environment | **9** | **8.6** |  | **19** | **15.7** |  | **0** | **0.0** |  | **6** | **11.1** |  | **37** | **12.4** | **11th** |
| Energy & recycling | **0** | **0.0** |  | **0** | **0.0** |  | **0** | **0.0** |  | **3** | **5.6** |  | **3** | **1.0** | **15th =** |
| Engineering | **15** | **14.3** |  | **36** | **29.8** | **4th** | **8** | **50.0** |  | **0** | **0.0** |  | **61** | **20.5** | **7th** |
| Hair, beauty & wellbeing | **16** | **15.2** | **3rd =** | **18** | **14.9** |  | **0** | **0.0** |  | **0** | **0.0** |  | **34** | **11.4** | **12th**  |
| Health & social care | **15** | **14.3** |  | **39** | **32.2** | **3rd** | **12** | **75.0** | **2nd** | **16** | **29.6** | **3rd** | **83** | **27.9** | **3rd** |
| Hospitality & catering | **11** | **10.5** |  | **14** | **11.6** |  | **0** | **0.0** |  | **1** | **1.9** |  | **26** | **8.7** | **12th**  |
| IT & Digital | **18** | **17.1** | **2nd** | **26** | **21.5** |  | **4** | **25.0** |  | **5** | **9.3** |  | **54** | **18.1** | **9th**  |
| Law, politics & government | **11** | **10.5** |  | **26** | **21.5** |  | **3** | **18.8** |  | **24** | **44.4** | **2nd** | **65** | **21.8** | **5th** |
| Marine & maritime | **5** | **4.8** |  | **3** | **2.5** |  | **0** | **0.0** |  | **0** | **0.0** |  | **9** | **3.0** | **14th =** |
| Media, games & performing arts | **10** | **9.5** |  | **3** | **2.5** |  | **2** | **12.5** |  | **2** | **3.7** |  | **17** | **5.7** | **13th** |
| Retail & customer services | **3** | **2.9** |  | **3** | **2.5** |  | **0** | **0.0** |  | **3** | **5.6** |  | **9** | **3.0** | **14th =** |
| Science & maths | **10** | **9.5** |  | **33** | **27.3** | **5th** | **9** | **56.3** | **3rd** | **6** | **11.1** |  | **58** | **19.5** | **8th =** |
| Security & emergency services | **16** | **15.2** | **3rd =** | **30** | **24.8** |  | **3** | **18.8** |  | **15** | **27.8** | **4th** | **66** | **22.1** | **4th** |
| Sports, leisure & tourism | **16** | **15.2** | **3rd =** | **50** | **41.3** | **2nd** | **6** | **37.5** | **4th=** | **13** | **24.1** | **5th** | **88** | **29.5** | **2nd** |
| Transport & distribution | **0** | **0.0** |  | **0** | **0.0** |  | **0** | **0.0** |  | **3** | **5.6** |  | **3** | **1.0** | **15th =** |

**The aggregated data shows:**

* Art and design is the most popular job sector is all year groups amongst the WIN students. There are many art and design jobs that are predicted to grow but there is also considerable competition.
* Energy & recycling is low down the list even though many jobs in this area are predicted to grow.
* Media, games & performing arts was lower down the list than might be expected.

**How likely is it that you will go on to do a Higher Education (HE) course in the future?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Y10** | **Y11** | **Y12** | **Y13** |
| **No.** | **% of responses** | **No.** | **% of responses** | **No.** | **% of responses** | **No.** | **% of responses** |
| Definitely will | **17** | **23.9** | **13** | **20.6** | **5** | **29.4** | **8** | **32** |
| Fairly likely | **35** | **49.3** | **37** | **58.7** | **7** | **41.2** | **10** | **40** |
| Fairly unlikely | **2** | **2.8** | **3** | **4.8** | **2** | **11.8** | **2** | **8** |
| Definitely won’t | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |
| Don’t know | **17** | **23.9** | **10** | **15.9** | **3** | **17.6** | **3** | **12** |
| Already doing this | **0** | **0** | **0** | **0** | **0** | **0** | **2** | **8** |
| Didn’t answer question | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |
| **Total no of responses** | **71** |  | **63** |  | **17** |  | **25** |  |

**The aggregated data shows:**

* The majority of students say they ‘definitely will’ or that it is ‘fairly likely’ they will go on to HE.
* None said ‘definitely won’t.

**Which of the following aspects of Higher Education (HE) do you need to know more about?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y10** | **Y11** | **Y12** | **Y13** | **All** |
| **71 responses** | **63 responses** | **17 responses** | **25 responses** | **176 responses** |
| **No.** | **%** | **No.** | **%** | **No.** | **%** | **Response** | **%** | **Total Nos. (ranked)** |
| How to choose the right course to study | **46** | **64.8** | **29** | **46.0** | **6** | **35.3** | **11** | **44.0** | **92** |
| What student life would be like | **35** | **49.3** | **28** | **44.4** | **4** | **23.5** | **10** | **40.0** | **77** |
| The financial support available  | **30** | **42.3** | **32** | **50.8** | **6** | **35.3** | **9** | **36.0** | **77** |
| The different routes into HE e.g. apprenticeships, university, college | **32** | **45.1** | **30** | **47.6** | **1** | **5.9** | **7** | **28.0** | **70** |
| How to apply | **39** | **54.9** | **21** | **33.3** | **4** | **23.5** | **6** | **24.0** | **70** |
| The options about studying near home and further away | **24** | **33.8** | **18** | **28.6** | **6** | **35.3** | **6** | **24.0** | **54** |
| Didn’t answer question | **4** | **5.6** | **2** | **3.2** | **0** | **0.0** | **2** | **8.0** | **8** |

**The aggregated data shows:**

* The majority of students said they want help with choosing the right course, understanding what student life would be like and about financial support.

 **‘What would put you off going on to do a Higher Education (HE) course in the future?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Y10** | **Y11** | **Y12** | **Y13** | **All** |
| **71 responses** | **63 responses** | **17 responses** | **25 responses** | **176 responses** |
| **No.** | **%** | **No.** | **%** | **No** | **%** | **No** | **%** | **Total Nos. (ranked)** |
| I might not get the grades | **48** | **67.6** | **35** | **55.6** | **3** | **17.6** | **15** | **60.0** | **101** |
| I don't think I can afford it | **18** | **25.4** | **15** | **23.8** | **1** | **5.9** | **4** | **16.0** | **38** |
| I don't know anyone else who has gone onto HE | **16** | **22.5** | **9** | **14.3** | **1** | **5.9** | **1** | **4.0** | **27** |
| I am worried I won't fit in | **17** | **23.9** | **1** | **1.6** | **0** | **0.0** | **5** | **20.0** | **23** |
| Didn't answer question | **7** | **9.9** | **8** | **12.7** | **4** | **23.5** | **3** | **12.0** | **22** |
| I don't think it will be useful to me | **7** | **9.9** | **4** | **6.3** | **0** | **0.0** | **4** | **16.0** | **15** |
| I don't need a HE qualification for my chosen job/career | **5** | **7.0** | **6** | **9.5** | **0** | **0.0** | **3** | **12.0** | **14** |
| I don't want to move away from home | **7** | **9.9** | **5** | **7.9** | **0** | **0.0** | **2** | **8.0** | **14** |
| I am not sure there will be support for my disability | **5** | **7.0** | **2** | **3.2** | **0** | **0.0** | **0** | **0.0** | **7** |
| I wouldn't have the support of my family | **5** | **7.0** | **0** | **0.0** | **0** | **0.0** | **1** | **4.0** | **6** |
| I can't leave home because I care for someone | **3** | **4.2** | **0** | **0.0** | **0** | **0.0** | **2** | **8.0** | **5** |

**The aggregated data shows:**

* The things that would most put students off going to HE are: not getting the grades which is the largest worry by far, not being able to afford it and not knowing anybody else who has gone onto HE.

**Recommendations based on what we are learning from Careerpilot and the Careerpilot Guidance sessions:**

**To support WIN students in understanding what student life is like** and in knowing someone who has been onto HE/6th Form they would benefit from access to **student ambassadors/mentors**, from both a 6Th Form and a university or college.

**To support pre 16 WIN students in making informed decisions about progression to an academic pathway:** Pre 16 WIN students need to see A Levels as something *they* could do. Mentoring from existing A Level students could help to make the difference at this key progression point, especially as CFE NCOP research shows progression to a college is less likely to result in progression to HE than through a 6th Form.

**To give WIN students the support they need to develop career-readiness:** WIN students would benefit from being supported to participate in high quality individualised work experience in Y10 and Y12**.**  The best placements nearly always go to people whose parents know someone in interesting jobs. The WIN could help to find professional placement/shadowing opportunities. A strategy to enable this to happen could be to engage the University of Bath in setting up ring-fenced work placements for WP students, across all departments, in a range of roles. This would have the dual benefit of enabling the young person to experience a university too.

**To meet individual needs and have a more tailored impact**: Use HEAs/project officers to organise small or bespoke sessions to fit with a young person’s interest/barriers. This intensive support may have significant impact in the long term on students progressing to Higher Education e.g. taking them to an open day, through the finances for uni, helping them get a work experience placement, etc.

**To ensure students with specific, urgent needs are followed up** after guidance we could develop a set of criteria and a flagging system showing red, amber, green. Students who are red should be seen within a certain time-frame by the HEA.

**To ensure parents are engaged, informed and supportive:** Engage WIN parents through individualised letters, booked appointments at parent’s evenings, phone calls etc. NCOP research shows they have the biggest influence on young peoples’ decision making.

**To ensure NCOP students start to explore and plan their progression** **earlier** offer Y9 Careerpilot workshops to all WIN schools;

**To support students in developing maths/science and English skills up to grade 4:** The WIN could, with the University of Bath, mentoring from existing Y12 students, offer GCSE science/ maths/ English revision sessions out in school/ homework clubs to support students in struggling schools.

**To raise aspirations for those thinking about the armed services**: In the schools linked to the armed forces the WIN could work more closely with cadet organisers to promote ‘officer routes’ and the benefits of education in terms of opportunities in the forces.

Sue Lewis: Careerpilot Co-ordinator and Louise Croft: Guidance Adviser

February 2019