

Let's go



Careerpilot Tranche 1 Evaluation Report Next Steps South West

Introduction

Across Tranche 1 Careerpilot sessions have been conducted in 12 schools across the 3 counties to over 2,100 students. There are two types of Careerpilot session - *Job Sectors* run with predominantly year 9 students and *HE Skills Mapper* with predominantly year 12 students. In Tranche 1, Year 9 sessions were run as the initial intervention with schools, encompassing full year cohorts of both target and non-target students.

Evaluation data was obtained through post-activity surveys which were designed to follow-on from the NSSW baseline survey. In total, there were 641 data sets obtained after Careerpilot interventions. Of the 641 data sets obtained, 151 data sets (23.6%) either did not provide a postcode or the data was identified as erroneous (unidentified or incorrect postcode). From the remaining 490 clean data sets, 184 NCOP target students were identified, accounting for 37.6% of participants.

Careerpilot Session Evaluation

This section presents the results of the evaluation feedback survey used to-date and provides some suggestions for improvements for sessions heading into Tranche 2.

When asked ‘How useful was this session in helping you think about your future career plans?’ 81% ($N = 528$) of participants found the session either very useful or quite useful compared to just 5% ($N = 29$) of participants who said they did not find the session useful (Figure 1).

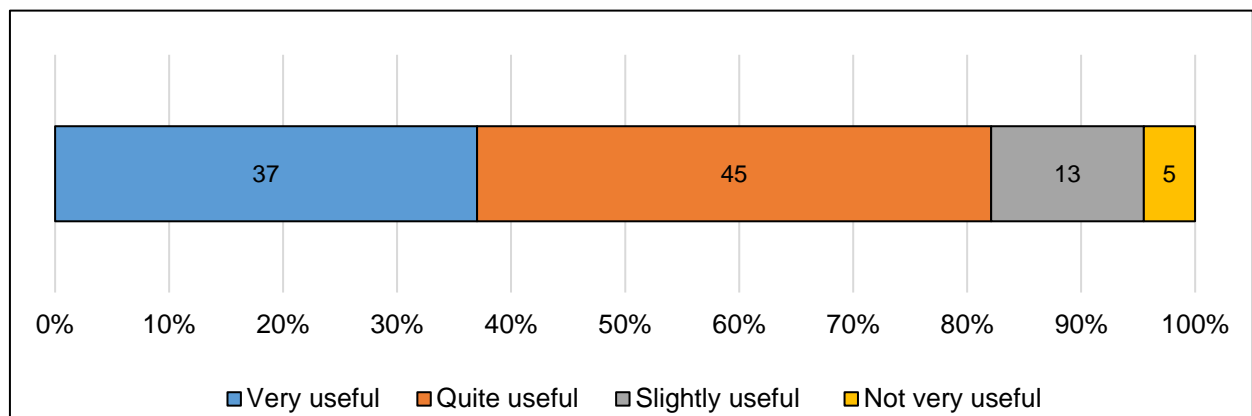


Figure 1. Student responses to the question “How useful was this session in helping you think about your future career plans?”.

However, it should be noted that the scale for the answers to this question are positively skewed with 3 positive options and only one negative option. Nonetheless, this question identifies that the majority of participants found the session useful.

Students were asked how they thought they may use Careerpivot again in the future with 27% of respondents indicating that they would use Careerpivot to look at qualifications they may need for chosen career paths (Figure 2). A further 25% of respondents said they would use Careerpivot to plan their career. Of particular interest is that 10% of respondents said they would show Careerpivot to a member of their family, demonstrating the importance of parents/family as key influencers for NCOP target students.

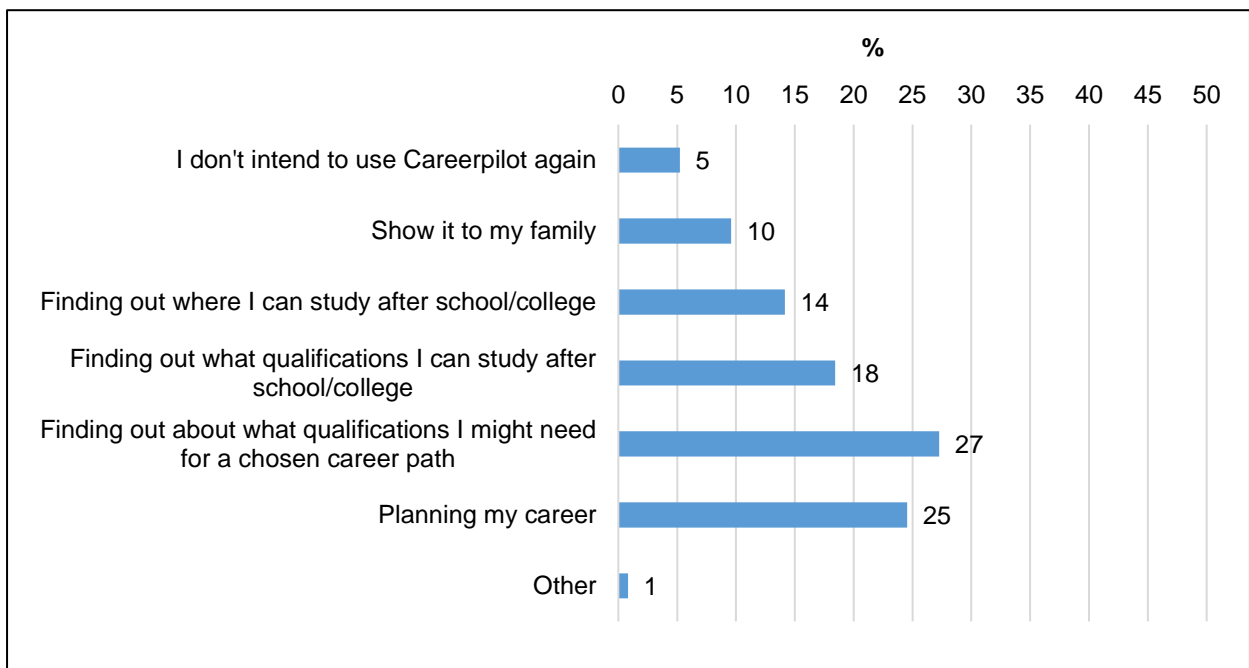


Figure 2. Summary of responses from students when asked how they may use Careerpivot again in the future.

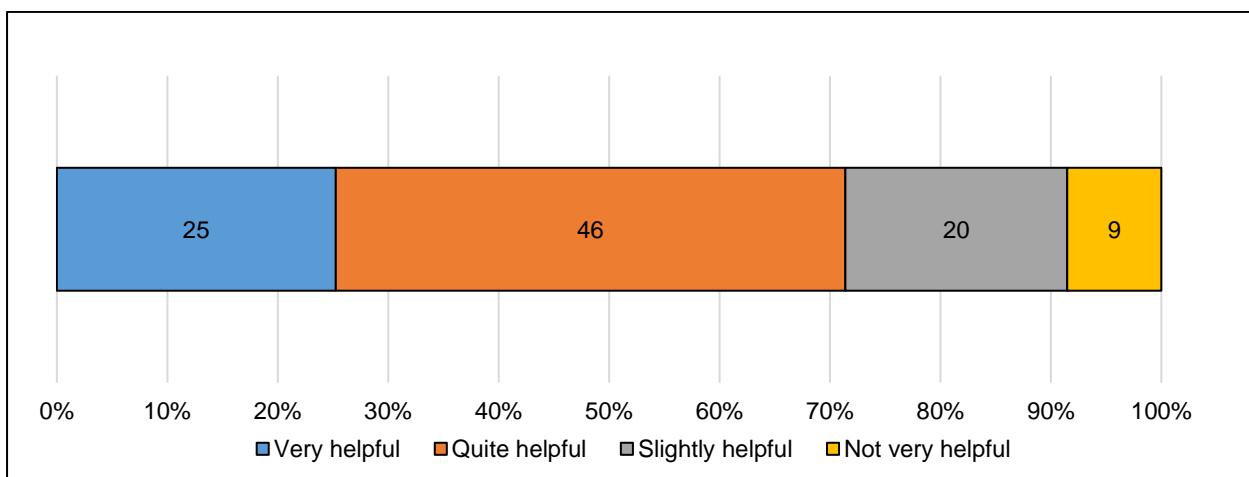


Figure 3. Summary of answers for the question “Was it helpful to hear Student Ambassadors talk about their experiences?”.

The Careerpilot sessions often include the use of Student Ambassadors from partner institutes who talk about their experiences of studying in higher education (HE). The students who completed the survey were asked how helpful they found the inclusion of Student Ambassadors (SAs) for this purpose. 25% ($N = 157$) of respondents said they found it very helpful with an additional 46% ($N = 287$) stating they found it quite helpful. Just 9% ($N = 53$) of respondents indicated they did not find it helpful to hear the SA's experiences. Overall, the integration of SAs within the Careerpilot sessions was helpful for 91% of students.

Similarly to Figure 1, the question presents an unbalanced scale with more positive options than negative. This should be corrected for future surveys to ensure a balanced representation.

Finally, when students were asked whether they understood more about studying at higher education as a result of the Careerpilot session (Figure 4), 71% of students indicated that they did. This result suggests that Careerpilot sessions are successful in their aims of improving knowledge and raising awareness of options for studying at HE but also of future career paths.

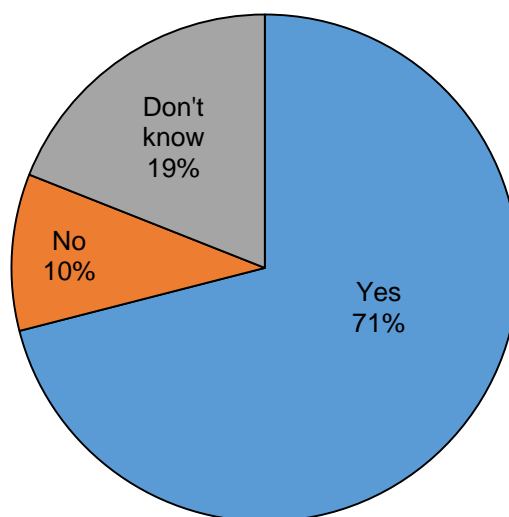


Figure 4. Students responses to the question “as a result of today’s Careerpilot session, do you understand more about studying in higher education?”.

Recommendations

As a result of the analysis of the evaluation data from all tranche 1 Careerpilot activities the following recommendations can be made:

- Scale for questions “How useful was this session in helping you think about your future career plans” and “How helpful was it to hear the Student Ambassadors talking about

their experiences?” to be made balanced to enable equal number of positive and negative response options for future surveys. All survey questions to be reviewed.

- 10% of students suggested they would show Careerpilot to a family member – a resource could be produced for students to take away with them, if this is their intention, to demonstrate the parent section of the Careerpilot site.