**Next Steps South West Impact Report**

 **Pre-16 Careerpilot: My Skills Profile 2021/2**

**Introduction**

This report summarises the impact evaluation for the ‘Careerpilot: My Skills Profile’ workshops, organised and delivered by Next Steps South West (NSSW) in the academic year 2021/2. NSSW is the regional partnership for the national Office for Students’ (OfS) Uni Connect programme, and covers Cornwall, Devon and Somerset.

The Careerpilot workshops introduce Key Stage 4 students to conducting individual research on career options using the Careerpilot website. 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 further and higher education, work experience, apprenticeships and jobs.

The majority of sessions were delivered in school/college computer suites by NSSW Outreach Officers. 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 2021/2, a total of 17 schools hosted a workshop, engaging approximately 1675 students across the three counties. The workshops were delivered to pre-16, primarily Year 10 students. See Appendix 1 for further details.

Surveys were conducted in Careerpilot sessions and data has been collected and analysed by the NSSW Evaluation Team. In order to measure impact, counter-factual data was collected from a small comparator group, and where possible, appropriate tests have been applied to assess if post-session changes are statistically significant.

**Aims**

The ‘Careerpilot: My Skills Profile’ workshop aims to give students the right knowledge and tools to make informed decisions about their next steps. Participants identify, evidence and record their transferable skills, aligned to relevant career pathways and progression routes.

This outreach intervention aims to address the HE progression barriers *‘Lack of* *Knowledge of HE*’ and ‘*Lack of* *Soft Skills*’. Desired short-term outcomes include increased motivation and raised aspiration for future plans, leading to the achievement of identified longer-term outcomes, as identified in the NSSW Theory of Change. See Appendix 2.

**Evaluation Design and Data Collection**

For the majority of participants, an anonymous post-session survey was conducted to evaluate the session, comprising quantitative and qualitative questions. In order to collect data from a separate comparator group who had not yet engaged with Careerpilot, students in selected sessions were asked to complete a shorter, pre-session survey instead. 504 participants completed a post-session survey and 138 participants completed a pre-session survey.

To ensure consistency between the control and intervention group evaluations, the selected questions were kept as similar as possible, with only minor changes such as grammatical tense or adverbs of comparison. The analysis of the survey responses is presented below.

**Results**

Question1 pre- and post-session survey

The workshop participants were asked to respond to four statements relating to the session. Figures 1a).- d.) summarise the pre- and post-session responses.

**1a.) I am confident making decisions about my future plans**

Pre

Post

The majority of participants (‘Agree/Strongly Agree’ total 63.5%) responded post-session that they were confident in their future plans, compared with the pre-session comparator group responses total (47.1%). Students who had not yet taken part in the Careerpilot workshop also reported being less certain (‘Disagree/Unsure’ total 48.5%) than those who responded post-session (32.1%).

**1b.) I understand how transferable skills link to my future plans**

Pre

Post

Most post-session survey respondents (total 78.2%) either agreed or strongly agreed that they understood this, compared with the pre-session respondents (total 51.4%). Pre-session respondents indicated that they had less understanding (‘Disagree/Unsure’ total 41.3%) compared with those who responded post-session (total 19.5%).

**1c.) I can identify a career that I am interested in and know the skills and study routes it requires**

Pre

Post

Almost three-quarters (total 74.2%) of post-session learners either agreed or strongly agreed with this statement, compared with pre-session respondents (total 63.0%). The pre-session group reported being less certain (‘Disagree/Unsure’ total 31.2%) compared with those who responded post-session (total 21.9%).

**1d.) (Pre-session) I have an understanding of how career choices relate to transferable skills and future study plans**

**(Post-session) I have a *better* understanding of how career choices relate to transferable skills and future study plans**

Pre

Post

After taking part in the workshop, a total of 76.9% of students selected ‘Strongly agree’ or ‘Agree’ with this statement, compared with a total of 48.6% of students who responded pre-session. More students felt ‘Unsure’ (38.4%) prior to the activity compared with afterwards (17.5%).

To compare the central tendencies of the agree/disagree distributions for the pre- and post-session survey results, and to determine if the two sample group responses differed, a Mann-Whitney U test was conducted to compare the ranks for the 504 students who completed the pre-session survey versus the 138 students who completed it post-session. The 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. See Appendix 3.

For all four of the individual tests, a statistically significant difference in the ranked scores was found between the pre- and post-session survey groups (p=<0.05). These results confirm that there was a positive change in students’ knowledge, confidence and skills as a result of attending the workshop.

Question 2 pre- and post-session survey

Although the ‘Careerpilot; My Skills Profile’ workshop is not designed explicitly to focus on HE progression, data was also collected to assess if the session had any impact on increasing the likelihood of it being considered as an option, see Figure 2

**2. I am likely to consider going to University/Higher Education**

Pre

Post

**Figure 2.** Students’ opinions about going to HE.

There are small differences in response rates for the pre- and post-session surveys, with the largest difference for ‘strongly disagree’ (2.9% pre- vs 6.3% post-session). A Mann-Whitney U statistical test (see Appendix 4) was carried out to assess if the two survey populations were in fact equal. The outcome showed that there was no significant difference (p>0.05) in responses between those who attended the workshop and those who had yet to.

Question 3

To corroborate the self-reported results from the statements questions, the post-session survey asked students to list at least two transferable skills that they had identified during the workshop. Those answering the survey before engagement were alternatively asked to state one example of a transferable skill.

Whilst 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, with pre-session responses showing this to be the case for 44.2% of students, compared 23.2% post-session. See Appendices 5 and 6 for details of blank or invalid responses.

Appendix 7 details the responses from the pre-session survey. Students frequently stated skills such as ‘*Analytical*’, ‘*Numeracy*’ and ‘*Resilience*’. Some responses included skills which were not considered to be transferable skills, for example ‘*sign language*’, ‘*car skills*’, and ‘*a sport*’.

Appendix 8 lists the post-session responses. The most common examples of transferable skills from these students were ‘*Teamwork / Working with Others*’, ‘*Communication*’ and *‘Leadership’*. The intervention survey group listed forty distinct types, compared with only twenty-six from the pre-session students. See Appendix 9.

Question 4 (post-session only)

Students were asked to choose from six options on how they intended to use Careerpilot after the session. 87.2% of respondents stated that they intended to use Careerpilot again, most commonly for ‘*Looking at career options*’ and ‘*Researching the qualifications needed for a chosen career path or course*’. See Appendix 10.

Question 5 (post-session only)

Participants were asked what they considered to be the most useful learning that they had gained from the session. The students’ categorised responses are summarised in Appendix 11. Most students (72.6%) were able to identify what had been most useful to them. Students reported that they benefited most from being introduced to job and career profiles and gaining a greater understanding of the skills and qualifications needed for employment. Student comments also highlighted that they found learning more about transferable skills useful.

Under ‘*Other*’ 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.

Question 6 (post-session only)

The final question of the survey offered the chance for students to feedback on what they would still like to know about Careerpilot, that they had not already gained from the sessions. See Appendix 12. Most of those who responded reported that they did not need or want to know anything else. Other grouped responses included wanting to know more about the Careerpilot website and its extended features. This data contributes to process evaluation and the design of the session, rather than impact evaluation.

**Conclusions**

The survey data analysed and presented in this report demonstrates that the workshop ‘Careerpilot: My Skills Profile’ had a positive influence on students’ learning across 2021/2.

Evidence of statistical significance enables the following conclusions to be made:

* Students were more confident in making decisions about future plans as a result of attending the session (Q1.a)
* Engagement in the workshop increased the level of students’ understanding of how transferable skills link to their future plans (Q1.b)
* The workshop increased students’ ability to identify a career that they were interested in, and to be aware of the skills required and study routes available. (Q1.c)

Although not statistically significant, there is some evidence that the workshop helped students to decide if HE may be for them, with a reduction in ‘Unsure’ responses, resulting in changes to responses showing agreement or disagreement. (Q2)

Analysis of post-session surveys shows that the intervention was well received and successful in supporting students. Participants expanded their knowledge of transferable skills and their ability to identify and evidence their own (Q4) and the majority of students indicated that they would use Careerpilot again (Q5). Students also showed evidence of meta-cognitive activity through being able to reflect on their own learning (Q6).

**Impact**

Appendix 12 shows that the workshop addressed the stated barriers to HE progression. Participants increased their knowledge of HE career pathways, developing relevant skills to support their aspirations. The workshops can be considered impactful, with three of the desired outcomes achieved, and one partially achieved.

**Appendices**

**Appendix 1.** Delivered to schools/colleges:

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\*,

*\*completed surveys*

**Total number of students:** ~1675

**Appendix 2.** 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* |

**Appendix 3.** 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 4.** 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 5.** Q3 Pre-session response summary

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

**Appendix 6.** Q3 Post-session response summary

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

**Appendix 7.** Q3 Pre-session responses

|  |  |  |  |
| --- | --- | --- | --- |
| **Transferable skill** | **Count (n)** | **Percentage of answers** | **Percentage of surveys** |
| 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** | **100%** | **N/A** |

**Appendix 8.** Q3 Post-session responses

|  |  |  |  |
| --- | --- | --- | --- |
| **Transferable skill** | **Count (n)** | **Percentage of answers** | **Percentage of surveys** |
| 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** | **100**% | **N/A** |

**Appendix 9.** The top five transferable skills stated in the surveys, displayed as a percentage of the total number of answers, and as a total count.

**Appendix 10.** Students’ responses on how they would 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% |

Frequencies

|  |  |  |  |
| --- | --- | --- | --- |
| **Survey choice** | **Count (n)** | **Percentage of answers** | **Percentage of surveys** |
| 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** | **100%** | **N/A** |

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.

**Appendix 11.** Students’ responses to most useful information from the session.

Summary

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

Option frequencies. The three most popular response themes are shaded light blue.

|  |  |  |  |
| --- | --- | --- | --- |
| **Category*****Learning about…*** | **Count (n)** | **% 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 are 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”* |

**Appendix 12.** Students’ feedback on 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 you’re 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.

**Appendix 13.** Careerpilot: My Skills Profile outcomes achieved in 2021/2.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 plans78.8% of students outlined at least one way they would use Careerpilot after the sessionTarget 70%: Result 63.5+% | **Partially 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 plans76.9% of students agreed that they have a better understanding of how career choices relate to transferable skills and future study plans74.4% of students listed at least two examples of transferable skillsTarget 50%: Result 74.4+% | **Achieved**Exceeded |
| *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 requiresTarget 60%: Result 74.2% | **Achieved**Exceeded |
| *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 EducationTarget 50%: Result 55.4% | **Achieved** |