



Careerpilot Sessions – Tranche 4 Impact Evaluation Report – Executive Summary

Introduction and Aims

In the 2019-20 academic year, Next Steps South West (NSSW) delivered Careerpilot sessions that introduces students to an online resource that provides information and support on different routes to Higher Education (HE). The Careerpilot sessions offered were Job Sectors, delivered to Y9 students, which explores potential career routes and HE Skills Mapping, delivered to Y10, Y12 and Y13 students, designed to help identify and record skills relevant to HE progression. These interventions addressed barriers that affect HE progression identified by NSSW such as lack of *Knowledge of HE, Soft Skills and Socio-economic factors*.

Careerpilot Impact Evaluation

Throughout Tranche 4 (T4), 374 individual sessions were delivered to ~6500 target and non-target students across 55 NSSW target schools and colleges. From these sessions, 2782 NSSW target and non-target students surveys were collected between mid-September 2019 and early-March 2020: 1818 from Job Sectors Sessions (Y9) and a total of 964 from HE Skills Mapping Sessions (Y10 = 644 | Y12-Y13 = 320). A summary from this analysis is presented in the following sections. It must be noted that from 24th April 2020 onwards and due to Covid-19, Careerpilot sessions were delivered online. However, the data collection for the impact evaluation report only includes responses gathered in Careerpilot sessions delivered at schools and colleges.

Job Sectors Session (Y9)

- 88% of students reported that the website was useful in helping them explore different job sectors and career options
- 82% stated that as a result of this session they are more confident in researching a future job or career path
- 81% understand how Careerpilot can help them find local courses linked to subject and careers their interested in
- 79% understand more about career opportunities available to people who go to university or study at HE
- 80% stated they have used Careerpilot to explore careers they were previously interested in and to discover new jobs and their entry requirements
- 53% of the respondents chose the correct definition of “Job Sector”
- 1478 responses showed that students were able to identify in the Careerpilot website a career or job that required a university degree or HE study. The majority of careers mentioned were in the following job sectors: Art and Design, Health and Social Care, Animal, agriculture and environment and Childcare, education and training.
- The two most common intended future use of Careerpilot reported by this year group was “Looking at career options” (56%) and “Researching qualifications needed for a career/course path” (42%)
- >350 students are thinking about using this resource to engage in a conversation with influencers about HE

HE Skills Mapping Session (Y10 | Y12-Y13)

- >85% stated they understand how transferable skills link to their future plans
- >80% they have a better understanding of how career choices relating to transferable skills and future study plans
- >75% can identify a career that they are interested in and know the skills and study routes it requires



- ≥ 95% provided more than one example of the transferable skills they learned in the workshop. The great majority of examples were related to communication skills (i.e. listening, speaking, etc.) and teamwork.
- The majority of Y12-Y13 students (81%) either strongly agreed or agreed that they are able to evidence their transferable skills in a study or job application
- 91% of Y12-Y13 participants were able to identify the correct definition of the ‘Activity, Benefit, Course (ABC)’ rule used to help students evidence relevant transferable skills in their personal statements
- More than two-thirds of Y10 and Y12-Y13 students (>65%) stated they are confident about making their next steps
- >40% of Y10 and Y12-Y13 students are likely to apply to university/HE
- The two most common intended future use of Careerpilot reported by Y10 students were *looking at career options* (70%) and *researching the qualifications needed for a career/course path* (59%)
- >150 Y10 students are thinking about using this resource to engage in a conversation with influencers about HE
- Y12-Y13 students stated they would be using Careerpilot to *research qualifications needed for a chosen career path/course* (59%) and to *plan a career* (42%)
- Qualitative feedback from Y10 students that relate to the content and delivery of the session suggests that they would like to continue learning about the different career pathways that are available to them, along with more information about specific FE/HE qualifications.

Outcomes Achieved

The following table illustrates that the majority of targets established for these workshops were met or exceeded, which highlights the effectiveness of these interventions in helping students address different barriers that prevent them from progressing to HE.

Table 1. Outcomes achieved in T4

Activity Title and HE Barriers (italics)	Short-term Outcomes and Outcome Targets	Target	Outcome Achievement
Y9 Careerpilot Job Sectors Workshop	Increased understanding of job sectors	<u>Target 60%:</u> T4 achievement 53%	Not achieved
	Increased knowledge of graduate opportunities	<u>Target 60%:</u> T4 achievement 79%	Achieved
	<i>Knowledge of HE Socio-economic factors Geography</i> Increased knowledge of LMI and regional post-16 courses	<u>Target 40%:</u> T4 achievement 77%	Achieved
Y10 Careerpilot Pre-16 Skills Map Workshop	Increased aspirations towards career choices	<u>Target 70%:</u> T4 achievement 70%	Achieved
	Increased ability to identify and evidence transferable skills	<u>Target 50%:</u> T4 achievements 95% & 87%	Achieved
	<i>Knowledge of HE Soft Skills</i> Increased knowledge of career pathways, including relevant HE options	<u>Target 60%:</u> T4 achievement 80%	Achieved
Y12 Careerpilot HE Skills Mapping	Increased ability to identify own transferable skills and those required for HE progression	<u>Target 80%:</u> T4 achievement 95%	Achieved
	<i>Knowledge of HE Soft Skills</i> Increased confidence in evidencing transferable skills as part of personal statement	<u>Target 50%:</u> T4 achievements 81% & 91%	Achieved



Conclusions and Recommendations

The analysis of the qualitative and quantitative data from three different types of survey provides a body of evidence that indicates positive reception of and impact from the Careerpivot sessions delivered by NSSW staff throughout T4. This is highlighted by the outcomes achieved, illustrated in the previous section.

Evidence indicates sessions were successful in helping most students understand the definition of 'job sector' and the 'ABC' rule. The Job Sector session supported Year 9 students with the development of their research skills and started to raise their aspirations. The HE Skills Mapping session supported Year 10, 12 and 13 students increase their confidence to evidence transferable skills for HE and career progression. Additionally, students' intentions to use Careerpivot website in the future highlight the usefulness of the tool to explore career pathways, and to use as a resource where participants indicate they plan to show the website to family members. These findings highlight the impact on the barriers identified by NSSW such as lack of *Knowledge of HE, Soft Skills, Socio-economic factors and Influencers*, achieving the desired impact.

The creation of an additional Careerpivot workshop for Key Stage 4 students (Y10), on pre-skills mapping, has been well-received by those that participated in the sessions. Finally, the quality of the survey data improved, since now it is possible to evidence what students have learned from the session (i.e. jobs searched, transferable skills identified). Overall, the data analysed in both tranches indicates that the Careerpivot sessions continue to be a well-received intervention.