

Report of Impact Measures

Students' Perceptions of Work Experience by the National Support Group for Work Experience

Rationale

The National Support Group for Work Experience is a national group of practitioners funded by DCSF which undertakes development work each year. In 2006/7 it was decided, as part of this development work, to look at drawing together common reporting methods which could be used to show the impact of work experience for students.

The drivers for this were:

- There are a number of misconceptions and myths around work experience
- Most surveys of work experience only involve small numbers of students in their samples
- There was a need to demonstrate to employers how students benefit from work experience
- The numbers of students going out was measured, but not the impact
- A number of organisers used local forms, but nothing was nationally collated

Methodology

The group first held a development day to look at examples of forms used locally for evaluation purposes and to decide which might be the best as a basis for the new forms. The group looked initially at a triangular approach involving the student, employer and teachers' perspectives. A parental questionnaire was also considered, but not pursued. These three forms were then discussed with the consultative group, which is the policy and strategy group for work experience, and many useful suggestions were contributed at this stage.

Further work then took place on the detail of the forms and pilot work was undertaken using the draft forms with 2/3 schools in the pilot regions. This was to check that the wording was at the correct pitch for the students, and the overall workability of the paperwork. When the findings of this first pilot were analysed there was a consistency of results, with over 85 % enjoying their work experience with noticeable increases in use of initiative and confidence.

The work was also discussed at the work experience conference in November when Charmian Roberts, Chair of the Group, and Jenny Asher, Development Manager for the National Education Business Partnership Network, ran a workshop and received further valuable and constructive comments from delegates.

As a result of this pilot it was decided to concentrate only on students as the initial plans had been too ambitious.

The open-ended questions were dropped as these were impossible to collate in large numbers. It was also decided to involve Professor Andy Miller in the design of the forms to ensure robustness. Professor Miller's full report, presented in February 2007, is attached at appendix1.

The Process

The roll-out was approved by the then DfES with the proviso that there were links made to the CBI employability framework from the "Time Well Spent" report. An employability chart, based on the "Time Well Spent" document was therefore devised to accompany the questionnaire, to be presented to students before they completed the form (see appendix 2). The aim was to capture at least 15,000 returns from March 2007 to April 2008. The intention was to ask teachers to collate their own students' responses and together with the brokers **use to improve local practices**. These would then be collated in areas, then regions then nationally by NEBPN, the contracting body for this work. The guidance for local organisers on this process is attached as appendix 3.

It was decided that the questionnaire could be supplemented by additional questions if required locally, but that the core 16 questions had to remain as standard. It was felt that by aligning the questions with the CBI survey, the questionnaire would be focusing on recording the skills which employers had said they were looking for. It was designed so that it could be used for diploma students, when these are introduced in 2008.

The Findings

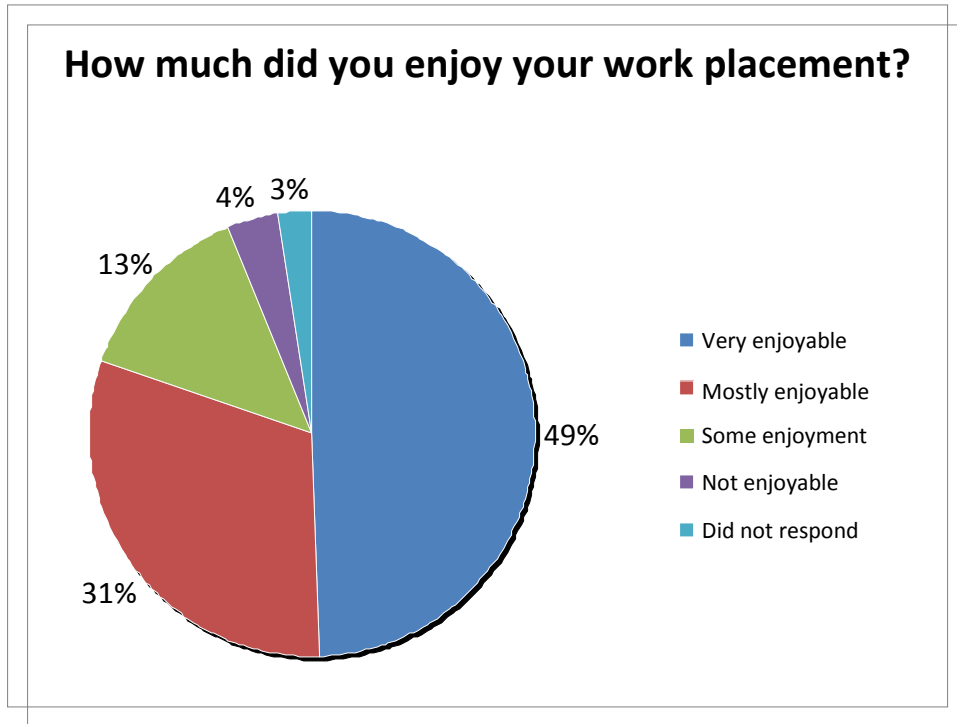
A work experience conference was organised for employers by the group in January 2008 and it was decided to present the interim figures to the delegates, which was then based on 8,438 student returns.

Findings from interim(January) analysis were extremely positive:

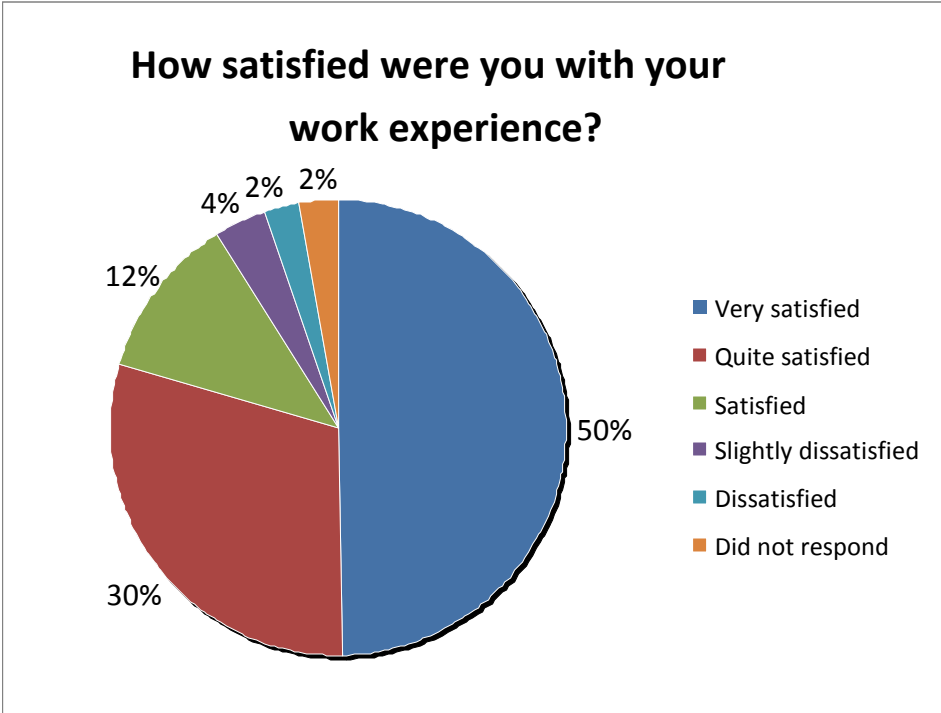
- 78% thought their work experience was very or mostly enjoyable. A further 13% said they had some enjoyment from it
- 89% were satisfied, quite satisfied or satisfied with their work experience
- The most positive response was to question 7 "I was able to show a positive attitude at work" with a total of 93%
- The least positive was Q16. "I am clearer about what I want to do in my future education and career (post-16)" =74%

By May 2008 15,025 students had returned the questionnaire and this was again analysed. The findings very closely matched those from the interim survey. The overall collated results are shown in appendix 4 and comparisons with the January figures shown in appendix 5.

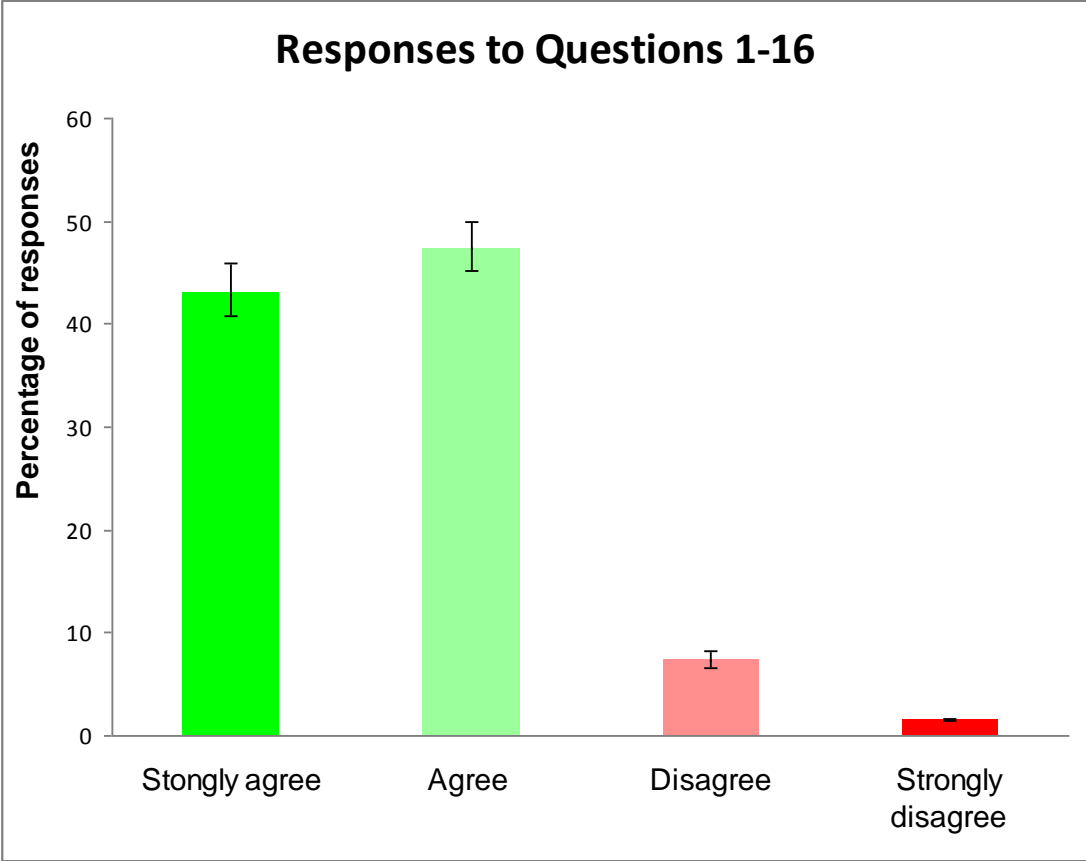
Impact Survey Student Responses March 2007-April 2008
(Based on 15,025 returns)



Total of very enjoyable and mostly enjoyable = 80%
In addition 13% recorded some enjoyment



Total of Satisfied comments (very, quite and satisfied) = 92%



Totals Q1-16

Totalling positive responses (strongly agree and agree) and negative responses (disagree and strongly disagree)

The range is between 76% - 96% agree or strongly agree

The range is between 3% - 24% disagree or strongly disagree

Most positive response is to question 7: I was able to show a positive attitude at work = 96% positive

Least positive response is to question 16: I am clearer about what I want to do in my future education and career = 76% positive

Thanks to the members of the National Support Group for Work Experience for their work on this survey. The group are:

Charmian Roberts, Chair

Reg Chick, North West

Yvonne Catlin, North-East

Pete Walthorne and Tony Pitchers, West Midlands

Sue Hunter, London

Simon Raven, East

Brian Webb, East Midlands

Anna Morrissey, Yorkshire and the Humber

Kate Smith, South-East

Jenny Asher, Contract Manager, NEBPN

Appendix 1

Pre-16 Work Experience
Impact Assessment Tool

A report by Andrew Miller
for the National Support Group for Work Experience
February 2007

Report on National Support Group for Work Experience: Impact Assessment Tool

1. Background

The purpose of the project is to develop a simple tool that can be used to collect evidence of the impact of pre-16 work experience upon learners across the NEBPN membership. If central work experience organisers and schools used the same impact assessment tools, then this information could be collated to produce a baseline measure against which to judge future quality improvements.

The NEBPN has developed a draft impact assessment tool for students with accompanying questionnaires for teachers and employers. The tools have been tested in a number of EBP areas, and a revised tool was developed and trialled in Wolverhampton. Andrew Miller was invited to review this work in the light of feedback from workshops held at the national conference for central work experience organisers in 2006.

2. Impact assessment

'Impact assessment' is concerned with measuring the effects of an educational activity or process upon learners, i.e. trying to establish in what ways their knowledge and understanding, skills, qualities, experience, attitudes and attributes have changed. The most common (and probably only feasible way) of establishing such impact measures is to ask learners through some form of self-assessment process. Given the potentially large numbers involved and the likelihood of the 'sub-contracting' of the process to teachers, it is important that the impact assessment tool is simple, clear and robust.

A common research tool to measure the impact of an intervention on learners is to seek to establish distance travelled through 'before and after' tests. However, this is only appropriate when there is a more objective attempt to measure 'knowledge' which is more amenable to pencil and paper testing. It is also more difficult to achieve as it relies on schools testing learners twice. It would be hard to control exactly when learners were tested prior to placements and results would be affected by where they were in their preparation programme.

For these reasons most evaluations of the impact of work experience on learners have used a reflective self-assessment process, i.e. asking students to consider the extent to which work experience has affected their knowledge, skills etc. This is clearly, and inevitably, a subjective process.

3. Previous evaluations of impact

Previous evaluations using student questionnaires to elicit impact assessment include: Ofsted (May 2004) *Increased flexibility programme: improving work experience*, HMI 2220; Institute for Employment Studies (2001) *Pre-16 Work Experience Practice in England: An Evaluation: Research report RR263*, DfEE; and Pike, G (1999) *Skills for Work: The Effects of Work Experience*, Focus Central London. The tools used in their data collection are discussed in this section.

Ofsted (May 2004) *Increased flexibility programme: improving work experience*, HMI 2220

This Ofsted investigation included a student questionnaire that was completed by 1,800 Y10 pupils in 17 schools that were part of IFP partnerships. The questionnaire asked several contextual questions. There were four statements on impact and students were given four possible responses: Strongly agree, tend to agree, tend to disagree, strongly disagree (i.e. no middle ground allowed). These covered:

Understanding the world of work

‘Work experience helped me understand the world of work’

‘I found out a lot about how the employer’s business works’

Motivation at school

‘Since work experience I have tried harder at school’

(Probably related to motivation – which is more likely if they see greater relevance of school work)

‘I can see how school work is useful in the world of work’

Institute for Employment Studies (2001) *Pre-16 Work Experience Practice in England: An Evaluation: Research report RR263*, DfEE

The second national evaluation of the pre-16 work experience funding was conducted in 2000/01. Student questionnaires were completed by 1,154 students in 24 case study schools after their work experience. There were general questionnaires asking about students’ knowledge and attitudes towards work and a post-work experience questionnaire. Students were asked to respond to a series of 19 statements on a five-point, Likert scale, and these ranged from strongly agree to strongly disagree. Only eight questions related to impact, and these were grouped as follows:

Statements related to the nature of the experience

‘I was given the opportunity to show people what I can do’

‘I found my placement challenging’

‘I was give the opportunities to take responsibility at work’

Career education

‘The placement helped me decide about my career’

‘I don’t want to end up doing the same job when I finish my education’

Motivation at school

'After my placement I felt more interested in doing well at school'

'My work experience was relevant to my school classwork'

Understanding the world of work

'My placement gave me a good idea of what work is like'

Pike, G (1999) *Skills for Work: The Effects of Work Experience*, Focus Central London.

This three-year longitudinal study was commissioned by Focus Central London (when AM was education manager). The impact measures focused on key skills, knowledge and understanding of the world of work, motivation and confidence, and post-16 decision making.

Development of key skills – focusing on doing tasks

'Work well in teams with other people' (Working With others)

'Get to work on time and meet deadlines' (Improving Own learning and Performance)

'Using computers' (IT)

'Using the telephone'

'Do things on my own'

'Talk confidently with different people' (Communication)

'Asking people how to do things'

'Taking responsibility for what I do'

Knowledge and understanding of the world of work (improving the following)

'Knowledge of the workplace'

'How to behave at work'

'What it might be like to go to work'

'Understanding equal opportunities at work'

'How businesses work'

Student motivation and confidence

'Do more homework'

'Usually hand my homework in on time'

'Positive towards school'

'School is a good way to prepare for the future'

'Keen to get good grades in GCSEs'

'Less worried about going for a job interview'

4. Analysis against national guidance

Annex 1 analyses the trial impact measures against:

- an established set of work experience aims (Watts, A G (1991) *Rethinking Work Experience*, Falmer Press);
- QCA's nine elements of work-related learning taken from their non-statutory guidance (2004);
- QCA's draft key stage 4 programme of study for economic well-being (January 2007).

A review of the table suggests the following conclusions:

- The five-point response scale is biased towards agreement as the middle response is 'Agree slightly' rather than 'Neither agree nor disagree' or 'Unsure'
- There are six statements about employability, but five of these are 'understanding' statements and one is about improved skills.
- Only IT is mentioned from the functional skills.
- There is limited focus on enterprise skills, i.e. importance of using initiative.
- The motivational statements (2) do not include impact on motivation at school.
- The maturational statements (3) cover two aspects of personal and social development – ability to get on with adults and self-confidence.
- There are three statements under the investigative aim covering understanding of the running of companies (so excludes public and voluntary sector), IT in the workplace and health and safety.
- The statements do not capture the impact on their experience, e.g. of working environments and working practices.
- There are no statements about work roles and identities, and rights and responsibilities at work.
- There is only one direct statement about careers which is at a high level of generality.
- The anticipatory aim (8) has two statements (which could feature with other basic employability statements) on time management and finishing tasks.
- Statement 17 relates to the students' views on school follow-up work rather than impact upon them.

Other questions on the student questionnaire provide contextual data:

- whether or not there was a pre-meeting (indicator % of students having pre-meetings) and whether or not it was useful (% of students finding pre-meeting useful)
- whether they would consider running their own business in the future – self-employment question unrelated to the work experience impact measures (% of key stage 4 students saying they are interested in running their own business)
- whether or not the placement was linked to a course of study (students may need help in interpreting what that ‘course of study’ means) and what their course of study was
- whether or not they enjoyed the placement (% saying they enjoyed the placement)
- an open-ended question asking for the three most enjoyable experiences – these often yield unhelpful responses such as ‘the people’.

The final pieces of data required are:

- name
- school and year group
- date of the placement
- type of placement, e.g. retail, office
- type of company (again, assumes private sector), e.g. bank, building company.

5. Student impact measurement form: West Mids

A second assessment tool was examined which had been developed in Sandwell as part of the pre-pilot phase.

- ‘As a result of my work experience’ was replaced with ‘What are the strongest qualities to help you in the working world?’. The focus is on what students think are the most important skills and qualities required by employers and how this changed before and after their placement.
- A six-point scale is used with ‘Agree slightly’ accompanied in the middle response range with ‘Disagree slightly’.
- The wording has been changed and the meaning is altered in some cases, e.g. ‘I feel I am better able to get on with adults’ becomes ‘I get on well with people’.
- The before and after design means that the questionnaire has to be completed twice and students need their original questionnaire back if it is to be meaningful.
- The fact that it has to be completed twice means that the response and return rate is likely to fall.
- More analysis is required on completed forms to identify any changes before and after work experience.
- This would yield data such as 5% more students said they got on well with people following their work experience, as opposed to 50% agreed or strongly agreed that as a result of work experience they are better able to get on with adults in the original tool.

6. Suggested revisions

At the 2006 national work experience conference for work experience organisers delegates commented on the forms in a workshop session. The comments fell into a number of categories:

- Technical comments
 - *Use a scale of 4/6 so they cannot sit in the middle* – agree and would prefer on balance the Ofsted formula of the four-point scale.
 - *Regroup questions for better flow* – agree questions should be grouped for ease of analysis and completion.
 - *Overuse of the word 'understanding'* – agree that there is an emphasis on understanding as knowledge at the expense of skills, qualities and experience.
 - *Ensure anonymity* – this is important when circulating forms and improving students' honesty about their views on impact.
- Contextual data
 - *Break down into male and female* – this is relatively easy to do and does not add to the burden – however it is only useful if those analysing the data are prepared and have the resources for cross-tabulations to examine male and female differences in impact.
 - *Did they have a briefing, Did they have phone contact, Were they own find placements* - all these are descriptive background features of the programme but the focus of the tool is on outcomes not processes. It is also not a piece of research aiming to establish correlations between particular processes and particular outcomes.
- Desire for more narrative information
 - *If they didn't improve why not?; Ask for examples/evidence; Important to capture flavour of memorable things to prove businesses that it isn't about photocopying etc.* This type of information is hard to analyse and will add to the length and complexity of the tool.

7. Conclusions

- It is easier to add statements and questions than to take them away. It is important that the impact tool is simple, easy to use, clear and focuses on a limited number of key outcomes.
- The outcomes should be linked to current national priority areas and guidance. This would mean linking statements closely to QCA's Work-related learning and Economic well-being guidance.
- It should also be acknowledged that work experience has other impacts in areas of the curriculum such as PSHE.
- The tool should be on one side of A4 only for ease of copying. The number of statements is less important than the size of the form.
- Contextual questions are not important unless cross tabulations are to be undertaken.
- A four point scale should be used to prevent some students opting for the 'Unsure' option and the range should follow Ofsted - Strongly agree, tend to agree, tend to disagree, strongly disagree'.

8. Revised form

The revised form has 15 statements to which students are asked to respond in order to get a measure of the impact of work experience. The table below offers a commentary on the relevance of each of the impact statements.

Impact assessment statement	Commentary
1. I understand the skills employers are looking for	ECM – understanding skills for employability
2. I know which personal qualities employers think are important	ECM – understanding qualities for employability
3. I was able to show my initiative in a workplace	ECM/QCA WRL – enterprise skills, personal employability qualities, stronger than ‘importance of showing initiative’
4. I have developed some new skills that employers value	Incorporates WRL element 1 and preparatory aim – higher level of generality than individual ‘skills’ in trial tool – skills could be added in longer local versions (e.g. IT skills – noting that many placements do not give much opportunity for this)
5. I developed my spoken communication skills, e.g. talking to adults	Key/functional skill omitted from trial tool, made more concrete by reference to spoken communication and example
6. I know I can work well with a team of adults	Key skill and PLT skill, incorporates getting on with adults, emphasises experience of successful team working
7. I was able to show a positive attitude at work	Key element of employability and enterprise capability – ‘can do attitude’
8. I feel more confident in handling new situations	Personal and social skills, self-confidence is a key aspect of maturation
9. I have a better understanding of my own strengths and weaknesses	Self awareness in a key process in ECM economic well-being and careers education
10. I understand better why it is important to do well at school	Impact on motivation to succeed at school is very important benefit omitted from trial tool
11. I am more prepared to work hard in lessons and in homework for my GCSEs	Second statement on motivation translating understanding into potential actions
12. I understand better how workplaces are organised	Basic ‘learning about work’ (part of statutory WRL) which avoids reference to companies or businesses which exclude many placements
13. I have experience of working with people who have different roles	Experience is an important outcome for young people from work experience which is reflected in QCA element 7
14. I have a better understanding of people’s rights and responsibilities at work, e.g. health and safety & equal opportunities	Part of the citizenship programme of study and now incorporated into ECM economic well-being guidance but omitted in trial tool
15. I am clearer about what I want to do in my future education and career (post-16)	Careers education question about impact on post school destinations – it allows for students job tasting and having preferences confirmed or undermined by the placement experience

In addition, there are two measures for enjoyability (following the trial question) and satisfaction (following workshop recommendation). The data on gender, year group, dates, and type of placement are only useful if the plan is to cross tabulate in which case data would need to be inputted into Excel or Access databases for analysis. This could show differences between males and females in outcomes or in different outcomes between different types of placement (but it would be a lot more work). I have also not referred to the collation of this data in the teacher guidance. The revised draft guidance tool is in a separate file.

Annex 1: Work experience impact assessment: analysis

Possible aims (Watts)	Definition	QCA WRL elements	ECM/QCA economic well-being	Work experience outcome statements
1. Enhancing	To enable students to deepen their understanding of concepts learned in classroom settings, and to apply skills learned in such settings (applied learning)	1. Recognise, develop and apply their skills for enterprise & employability 6. Undertake tasks and activities set in work contexts	Understanding the qualities and skills needed for employability Exploring what it means to be enterprising Show leadership, management, drive and self-reliance when working on tasks and in teams Key skills for employability include functional skills and PLTS	7. My IT skills have improved 8. I understand that it is important to be able to solve problems at work and use initiative 16. I understand how important it is to work as part in a team 10. I have a better understanding of how important it is to be able to complete work on time 11. I understand why finding out about the company beforehand is important 12. I understand how important it is to plan and organise tasks
2. Motivational	To make the school curriculum more meaningful and significant to students, so improving their academic attainment		Show positive personal qualities, such as positive attitudes to work, confidence and persistence	6. I have a better understanding of some subjects in school and how they are used at work 9. I understand that a positive attitude is needed at work
3. Maturational	To facilitate students' personal and social development	7. Learn from contact with personnel from different employment sectors		1. I feel I am better able to get on with adults 2. I feel more confident in coping with new situations

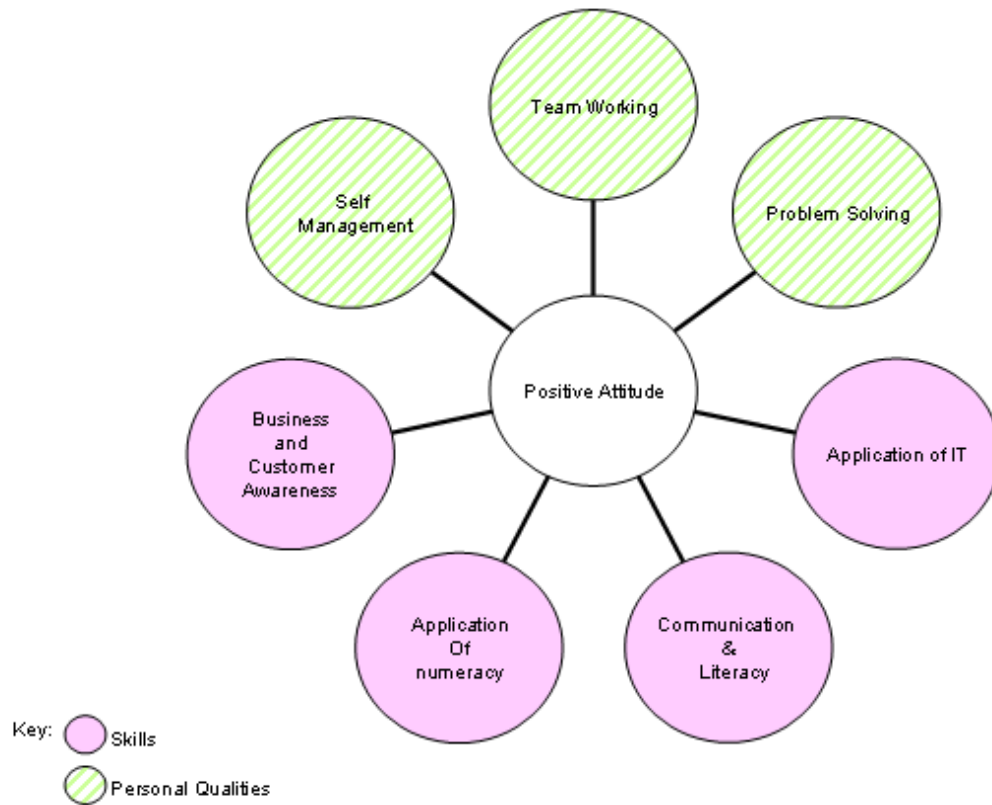
Possible aims (Watts)	Definition	QCA WRL elements	ECM/QCA economic well-being	Work experience outcomes
4. Investigative	To enable students to develop their knowledge and understanding of the world of work	2. Use their experience of work to extend their understanding of work 3. Learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities at work 8. Have experience of working practices and working environments	The characteristics of employment Understanding the way business operates Work roles and identities; rights and responsibilities at work	4. I have a better understanding of how companies run and are organised 5. I have a better understanding of how IT is used in the workplace 15. I have a better understanding of health and safety in the workplace
5. Expansive	To broaden the range of occupations that students are prepared to consider in terms of personal career planning	4. Develop awareness of the extent and diversity of local and national employment opportunities		
6. Sampling	To enable students to test their vocational preference before committing themselves to it	5. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of alternatives		3. I feel better informed about career choices (post-16)
7. Preparatory	To help students acquire skills and knowledge related to a particular occupational area, which they will be able to apply if they wish to enter employment in that area			
8. Anticipatory	To enable students to experience some of the strains of work so that they will be able to manage the transition to work more comfortably			13. I can manage my time better/I am more organised 14. I feel I am better able to complete tasks

Possible aims (Watts)	Definition	QCA WRL elements	ECM/QCA economic well-being	Work experience outcomes
9. Placing	To enable students to establish a relationship with a particular employer which may lead to the offer of a full-time job			
10. Custodial	To transfer some responsibility for particular students for a period			

Appendix 2

What employability means

Employability means the skills, personal qualities and knowledge needed by all young people so that they can be effective in the workplace, which benefits the young people, employers and the wider community. Listed below are the competencies.



Appendix 3

Guidance Notes re Work Experience Impact Forms

Process

- 1) Regional rep requests support from work experience organisers
- 2) W/ex organisers ask schools in their area to participate.
- 3) School asks students to complete questionnaire in conjunction with the employability chart
- 4) School or work experience organiser collates questionnaire on feedback form using actual numbers of students. See example attached.
- 5) Collated forms are emailed or posted to regional rep
- 6) Designated member of staff enters data on master spreadsheet for the region, one row per school, and saving/backing up on regular basis.
- 7) Master spreadsheet is emailed to jenny@nebpn.org one week prior to each work experience national meeting.
- 8) Work experience group reviews progress against targets at national meetings and feeds back to region.(Target is 15,000 by March)
- 9) New sheet started for term 2 or if preferred can continue on existing spreadsheet. Process repeated for term 2 etc.
- 10) NEBPN collates all figures (April) into national statistics also giving regional and termly breakdown.
- 11) Regional payments are made and report compiled for DfES
- 12) Group considers further refinements and requests funding for year 2.

Appendix 4

Work Experience: Student – Trainee Feedback Form – Collation
Based on 15,025 student responses – figures are %

<i>How much did you enjoy your work placement?</i>	Very enjoyable	Mostly enjoyable	Some enjoyment	Not enjoyable	
	49	31	13	4	
<i>How satisfied were you with your work experience?</i>	Very satisfied	Quite satisfied	Satisfied	Slightly dissatisfied	Dissatisfied
	50	30	12	4	2
AS A RESULT OF MY WORK EXPERIENCE:		Strongly agree	agree	disagree	Strongly disagree
1. I better understand the skills employers are looking for (please refer to the chart)		34	60	4	1
2. I know which personal qualities employers think are important		37	57	5	1
3. I was able to show my initiative in a workplace		45	48	6	1
4. I have developed some new skills that employers value (e.g. customer awareness, and use of IT)		42	45	10	2
5. I developed my spoken communication skills, e.g. talking to adults		51	42	6	1
6. I know I can work well with a team of adults		54	41	4	1
7. I was able to show a positive attitude at work		60	37	2	1
8. I feel more confident in handling new situations		45	48	6	1
9. I have a better understanding of my own strengths and weaknesses		35	53	10	1
10) Do you understand better the importance of problem solving at work?		29	53	10	1
11. I understand better why it is important to do well at school		50	40	7	2
12. I am more prepared to work hard in lessons and my coursework		42	47	9	2
13. I understand better how workplaces are organised		41	51	6	1
14. I have experience of working with people who have different roles		47	45	6	1
15. I have a better understanding of people's rights and responsibilities at work, e.g. health and safety & equal opportunities		40	50	8	1
16. I am clearer about what I want to do in my future education and career (post-16)		37	38	18	6
Male		Female		Dates of work experience	From: To:

Total Number pupils taking part= 8438(Jan)				
Total Number pupils taking part= 15,025(April) inclusive of Jan's figures				
Question		% Jan	%April	Percentage integer(April)
How much did you enjoy your work placement?	Very enjoyable	48.42	49.39	49
	Mostly enjoyable	30.07	30.97	31
	Some enjoyment	12.75	13.45	13
	Not enjoyable	3.44	3.72	4
How satisfied were you with your work experience	Very satisfied	49.04	49.67	50
	Quite satisfied	28.75	29.91	30
	Satisfied	10.94	11.65	12
	Slightly dissatisfied	3.45	3.58	4
	Dissatisfied	2.43	2.41	2
1. I better understand the skills employers are looking for	Strongly agree	34.07	33.88	34
	Agree	56.59	59.85	60
	Disagree	5.33	4.47	4
	Strongly disagree	0.69	0.74	1
2. I know which personal qualities employers think are important	Strongly agree	35.50	36.95	37
	Agree	54.71	56.59	57
	Disagree	5.56	4.81	5
	Strongly disagree	0.62	0.59	1
3. I was able to show my initiative in a workplace	Strongly agree	42.34	44.81	45
	Agree	46.54	48.19	48
	Disagree	6.02	5.67	6
	Strongly disagree	0.86	1.01	1

Question		% Jan	%April	Percentage integer(April)
4. I have developed some new skills that employers value	Strongly agree	40.18	42.20	42
	Agree	44.11	45.40	45
	Disagree	10.15	10.20	10
	Strongly disagree	1.94	1.97	2
5. I developed my spoken communication skills e.g. talking to adults	Strongly agree	48.86	50.80	51
	Agree	40.53	42.10	42
	Disagree	6.13	5.83	6
	Strongly disagree	1.16	1.20	1
6. I know I can work well with team of adults	Strongly agree	51.87	54.00	54
	Agree	39.95	41.35	41
	Disagree	4.10	3.72	4
	Strongly disagree	0.65	0.65	1
7. I was able to show a positive attitude at work	Strongly agree	58.14	59.69	60
	Agree	35.35	36.54	37
	Disagree	2.54	2.31	2
	Strongly disagree	0.51	0.65	1
8. I feel more confident in handling new situations	Strongly agree	42.99	44.76	45
	Agree	46.14	48.05	48
	Disagree	6.28	5.89	6
	Strongly disagree	0.81	0.85	1
9. I have a better understanding of my strengths and weaknesses	Strongly agree	33.36	35.03	35
	Agree	50.87	52.90	53
	Disagree	10.62	10.28	10
	Strongly disagree	1.44	1.40	1

Question		% Jan	%April	Percentage integer(April)
10. I understand better the importance of problem solving at work	Strongly agree	27.33	28.60	29
	Agree	51.46	53.43	53
	Disagree	10.23	9.96	10
	Strongly disagree	1.21	1.19	1
11. I understand better why it is important to do well at school	Strongly agree	48.52	50.44	50
	Agree	38.59	40.29	40
	Disagree	7.54	7.29	7
	Strongly disagree	1.58	1.52	2
12. I am more prepared to work hard in lessons and my coursework	Strongly agree	40.97	42.11	42
	Agree	44.80	47.42	47
	Disagree	8.67	8.52	9
	Strongly disagree	1.76	1.64	2
13. I understand better how workplaces are organised	Strongly agree	39.38	40.90	41
	Agree	49.20	51.29	51
	Disagree	6.09	6.10	6
	Strongly disagree	1.20	1.07	1
14. I have experience with working with people who have different roles	Strongly agree	44.01	46.70	47
	Agree	43.78	45.23	45
	Disagree	6.28	5.84	6
	Strongly disagree	1.06	1.00	1

Question		% Jan	%April	Percentage integer(April)
15. I have a better understanding of people's rights and responsibilities at work	Strongly agree	37.95	40.42	40
	Agree	48.53	49.95	50
	Disagree	8.50	7.90	8
	Strongly disagree	1.28	1.44	1
16. I am clearer about what I want to do in my future education and career	Strongly agree	36.59	37.32	37
	Agree	37.44	38.22	38
	Disagree	18.30	18.05	18
	Strongly disagree	5.17	5.55	6