

Indicators of successful transitions

Teenage attitudes and
experiences related to the
world of work

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Summary

This study has been kindly supported by the Commercial Education Trust. The study aims to harness insights from UK longitudinal datasets to provide school practitioners with a new tool to assess the relative preparedness of students to progress from education into the world of work. In doing this, it aims to be comprehensive – relevant to students at all attainment levels – by making use of data which compares students of similar characteristics to identify factors which make a difference to later outcomes. The study isolates teenage attitudes and experiences related to the world of work which are statistically associated with, on average, better economic outcomes (earnings and employment) in young adulthood. Importantly, the study identifies attitudes and experiences which schools can influence in order to better prepare their young people for adult working life. The approach adopted is primarily designed to allow schools to identify students requiring greater levels of support to help them become well prepared.

The study begins with an extensive literature review, considering UK research publications which since 2000 have drawn on quantitative datasets to link teenage attitudes and experiences related to the world of work with improved adult economic outcomes (after reasonable consideration is taken of the characteristics such as attainment levels and family background which routinely determine how well individuals do in the labour market). The review identified seven studies of relevance presenting ten indicators. Further analysis was undertaken by the research team of two key cohort studies – the British Cohort Study 1970 and the Longitudinal Study of Young People in England – both of which track thousands of individuals through their childhoods into adulthood. This analysis of adulthood economic benefits which could be positively associated with teenage attitudes and experiences relevant to the world of work provided a further five indicators. Following the publication of the Education Endowment Foundation's *Careers Education: An International Literature Review* (Hughes et al. 2016) and following consultation with stakeholders, a sixteen indicator was added relating to teenage participation in part-time employment. Indicators were then grouped into ten statements divided across four themes:

Thinking about the future

Talking about the future

Experiencing the future

Thinking about school

An initial questionnaire and scoring schedule was distributed to six schools which undertook a trial with 788 students in classes between Year 9 and Year 11. In this pilot, schools explored the effectiveness of the indicators as a tool for identifying students (at all levels of achievement) requiring greater attention and determining the quality of events undertaken by students. In addition, respondents were asked for feedback on the detail of the questionnaire and how it could be most practically used in schools. Schools responded that they found the indicators to be effective in identifying students requiring more support. Practitioners with a good understanding of the needs of students reported that the questionnaire provided reliable results. The indicators were felt to be particularly relevant to students of all attainment levels and worked especially well for young people in year 11. Results were less useful for younger students. Respondents gave specific feedback on individual statements. These responses were reviewed by the research team and the questionnaire and marking schedule revised.

1. Introduction

The aim of this project is to review longitudinal data in order to identify indicators of adult economic outcomes linked to teenage work-related attitudes and experiences in order to create a new resource for UK schools seeking to judge the preparedness of young people for the adult working world. Longitudinal data, primarily drawn from cohort studies, offers particularly and unusually high quality evidence to inform practice. By making insights from longitudinal data more easily accessible, opportunity exists to provide schools with a new tool to be used with pupils of the widest range of abilities and aspirations. Indicators provide evidence that the holding of particular attitudes or participation in specific activities can, on average, be associated with better adult economic outcomes. Individual experiences will always vary, but averages are meaningful. By collating data, it becomes possible to set out a range of indicators which collectively will provide new insight to schools staff seeking to respond effectively to the differing needs of individual students. This is the first time that such a project has been attempted and the research team has proceeded with caution, working with schools staff to confirm the prospective utility of the resource.

The Education and Employers research team wish to express our gratitude to all those practitioners who took part in the initial consultation at our 2016 research conference. We are also deeply thankful to the school staff who took part in the subsequent pilot and provided helpful feedback which forms the basis of the second half of this report.

1.1 Methodology

Literature review

A systematic search of academic literature was conducted to identify relevant existing literature which presented teenage indicators of young people's economic success in adulthood. Studies were excluded if they were conducted outside of the UK, they did not track individuals over time, and did not focus on school-mediated activities and did not relate to a specific economic outcome. After accounting for duplicated literature and a full reading of remaining articles, seven pieces were identified as meaning the search specification:

Indicators from the literature

From these pieces of literature and additional analysis of longitudinal datasets 15 indicators were identified. Comparison of the 15 indicators revealed significant overlap and allows for a new synthesised integration across four thematic areas allowing for a more coherent presentation of teenage attitudes and experiences linked to adult economic outcomes. A series of statements can be supported by insights stemming from the longitudinal data.

Trial

Based on the synthesised indicators the research team devised a short questionnaire of 13 questions split between four sections as well as a scoring system to be used by schools staff. The scoring system reflected the effect sizes (in terms of wage premiums or reduced likelihood of being NEET) found in each individual longitudinal study used. For example, in Kashefpakdel and Percy's analysis teenagers, who spoke to teachers about their future studies at least once inside of lessons were 24% less likely to be NEET (on the day of the survey) at age 19/20 and outside of lessons were 13% less likely to be NEET. If a student had spoken to teachers about what they plan to next in terms of education the student would be awarded a score of 5, as the effect size is above 11%.

The questionnaire was piloted by schools staff (careers coordinators, subject teachers and heads of year) in six 11-18 comprehensive schools from around England from March to April 2017. Staff were asked to trial the paper-based questionnaire with students aged 14 – 16 (Year 9 – Year 11) and asked to feedback on the overall usefulness and value of the indicators in identifying pupils that may need further careers support. Prior to piloting staff completing the trial were asked to consider the following when using the questionnaire and mark scheme:

- the relevance of indicators to all types of pupil
- the efficacy of the indicators in identifying pupils appropriately requiring greater careers intervention
- the potential use of the indicators as before and after test to determine whether an intervention actually worked
- the need for improvement in indicators including analysis of answers in order to interpret data
- the mechanisms through which indicators might be delivered electronically as well as in paper format.

Feedback

Feedback from schools proved to be generally very positive, with five out of the six schools noting that the indicators have a practical usefulness, and would plan on using the questionnaire and scoring system in their schools if it became available. They highlighted that it helped them target the young people who needed provision and allowed them to prioritise which young people needed pressing support. The indicators were found to be particularly useful for those in year 11, but had more limited use amongst the year 9 respondents in this sample. Based on this and further question specific feedback the research team designed an updated set of questions with additional guidance and reweighted scores. Practitioner concerns about clarity have been analysed and responded to (see section 5.1). It is hoped that this second incarnation will provide school practitioners and other careers professionals with a more accessible tool for assessing and subsequently improving the preparedness of their students.

2. Literature Review

A systematic search of academic literature was conducted to identify relevant existing literature which presented teenage indicators of young people’s economic success in adulthood. The review was designed to achieve the following objective:

To identify relevant UK which explores the relationships between adult economic outcomes and teenage school-mediated work-related perceptions and experiences, which can be measured and influenced by teaching staff

Only literature from the UK published after 2000 was considered within the search, given that social, economic and political factors may influence the transitions of young people in different settings. The search was also limited to studies considering teenage participation in secondary education with a focus on work-related experiences and attitudes which might be in some way influenced by teaching staff. In order to identify studies which tracked changes over time and the lifespan of individuals, only those studies which were longitudinal by nature were included. Specific activities were identified as: careers, work experience, mentoring, enterprise, workplace and work related learning. Other indicators were attitudinal by nature: aspiration, expectation and certainty. Economic outcomes were defined as earnings, employment and NEET status. The full search strategy is developed in table below:

Location		Sample		Method		Inputs		Economic outcome
UK	AND	Teenage	AND	Longitudinal	AND	Careers	AND	Earnings
						OR		OR
						Work experience		Employment
						OR		OR
						Mentoring		NEET
						OR		
						Enterprise		
						OR		
						Workplace		
						OR		
						Work related learning		
						OR		
						Aspiration		
						OR		
						Expectation		
						OR		
						Certainty		

The initial search was conducted by the research team using Journal Storage (JSTOR), Education Resources Information Centre (ERIC), and the British Education Index (BEI). JSTOR catalogues social science and humanities literature, whilst ERIC and BEI provide more education-focused databases. The literature search was supplemented by utilising the same key word search on Google Scholar. Google Scholar archives both academic and so-called ‘grey literature’ (public studies which have not been peer reviewed, but may yet include analysis of meaning undertaken using social science methodologies). Literature was also drawn from extensive personal libraries within the research team.

The key word searches initially yielded particularly large search results for both JSTOR and Google Scholar. The primary sifting process involved determining articles for inclusion and exclusion based upon their title and abstracts. This process reduced an initial search result of 4,552 to 83 pieces of literature likely to be relevant to the study.

Search results

	Initial search result	Initial screening
JSTOR	1,905	25
ERIC	1	0
BEI	0	0
Google Scholar	2,646*	58

*Only the first ten pages of Google Scholar were screened. The original search number generated was 32,496 publications.

2.1 Identified studies

Studies were excluded if they were conducted outside of the UK, they did not track individuals over time, they did not focus on school-mediated activities and did not relate to a specific economic outcome. After accounting for duplicated literature and a full reading of remaining articles, seven pieces were identified as meeting the search specification:

1. Duckworth, K. & Schoon, I. (2012) 'Beating the Odds: Exploring the impact of social risk on young people's school-to-work transitions during recession in the UK', *National Institute Economic Review*, 222(1), R33-R51.

Summary. 'Drawing on nationally representative data collected for two age cohorts in the UK, this paper a) assesses the effect of multiple independent socioeconomic risk factors in shaping the transition from school to work; and b) identifies potential protective factors enabling young people to beat the odds. By comparing experiences and findings across two cohorts we assess the generalisability of findings across contexts, i.e. the 2008 and 1980s recessions. The results show that some young people exposed to even severe socioeconomic risks avoid being NEET (not in education, employment or training). Factors that appear to reduce the cumulative risk effect in both cohorts include prior attainment, educational aspirations and school engagement, as well as the social mix of the school environment.'

2. Kashefpakdel, T.E. & Percy, C. (2016). 'Career Education that Works: an Economic Analysis using the British Cohort Study', *Journal of Education and Work*, DOI: 10.1080/13639080.2016.1177636.

Summary. 'There is significant policy interest in the issue of young people's fractured transitions into the labour market. Many scholars and policy-makers believe that changes in the education system and labour market over recent decades have created a complex world for young people; and that this can partly be addressed by enhanced career education while individuals are at school. However, the literature lacks in-depth quantitative analysis making use of longitudinal data. This paper draws on the British Cohort Study 1970 to investigate the link between career talks by external speakers and employment outcomes, and finds some evidence that young people who participated in more career talks at age 14–16 enjoyed a wage premium 10 years later at age 26. The correlation is statistically significant on average across all students who receive talks at age 14–15; but remains the case for 15–16 year olds only if they also described the talks as very helpful.'

3. Mann, A. & Percy, C. (2013) 'Employer Engagement in British secondary education: wage earning outcomes experienced by young adults', *Journal of Education and Work*, 24(5), 496-523.¹

Summary. 'Since 2004, the devolved education systems of England, Scotland and Wales have introduced initiatives to increase contact between employers and young people, particularly aged 14-19, as a supplementary, co-curricular activity within mainstream education. The initiatives are motivated partly to increase wage-earning potential but studies to date have not explicitly tested this hypothesis. Robust evaluations from the US suggest a potential wage uplift of 6.5%-25% but these evaluations do not directly comment on the UK approach, as they focus on highly-specialised forms of education with closely integrated employer involvement. A new 2011 survey associates wage returns and school-mediated employer contacts for 169 full-time 19-24 year old workers on annual salaries within the UK environment - and suggests a link of 4.5% between each additional school-mediated employer contact, such that four employer contacts would produce results in line with the US studies. Contrasting the US and UK studies suggests that any causal link from school-mediated employer contact to wage outcomes is likely to be driven more by increased social capital as witnessed in improved access to non-redundant, trustworthy information and social network development than by the development of either technical or 'employability' skills.'

4. Percy, C. & Mann, A. (2014) 'School-mediated employer engagement and labour market outcomes for young adults' in Mann, A., Stanley, J. and Archer, L. (eds) *Understanding Employer Engagement in Education: Theories and Evidence* (2014): 205.

Summary. 'This paper investigates the claim that greater experience of the world of work while studying at school, should also confer benefits in accessing and successfully participating in employment later. This logic underpins UK government policies, introduced in 2004, which urged schools to "better prepare young people for working lives through work related learning and employer engagement." These policies were generally "co-curricular" meaning they were not integrated into defined programmes of study with discrete learning outcomes which form the school curriculum.

While most related studies in the UK investigate labour market outcomes in terms of increased attainment and/or perceived improved preparation for the workplace, the current study assesses actual progression in the labour market. It does this by analysing the results of a 2011 YouGov survey to determine the relationship between young people's contact with employers during school and their Not in Employment, Education or Training (NEET) status, earnings and confidence in personal career progression.

Respondents to the YouGov survey, aged between 19 and 24, were asked to state the number of employee engagement activities they had undertaken while at school or college between the ages of 14 and 19. All participants described their current status with regard to whether they were NEET or non-NEET individuals at the time of the survey. Those who were in full time paid employment were asked to record their current annual salaries. In order to gain a personal perspective, the survey also examined participants' confidence that their current activities would help them to achieve their long-term career goals. To allow the research to control for background characteristics respondents also provided demographic information including highest qualification and school type.

With regard to young people's NEET status, this analysis reveals a strong advantage associated with employer engagement during school or college, even after controlling for factors such as level of education and social background. Logistic regression models generally indicate that two or more employer contacts has a broadly robust association with a reduced probability of NEET status. The analysis of the annual salaries of participants demonstrated that increased employer contacts was associated with an increase in wages as each additional

¹ Note that the studies by Mann & Percy 2013 and Percy & Mann 2014 are not longitudinal studies in the sense that they are cohort studies. The methodology used is different: they rely on survey data which prompted participants aged 19-24 to reflect on activities undertaken as teenagers in secondary education. Inclusion of the peer-reviewed studies is on the basis that they allow, in the same way as cohort studies, to measure variation in adult economic outcomes linked to prior teenage participation in school-mediated work-related activities.

employer contact is linked with an extra £900 in annual salary on average. In addition, higher volumes of teenage employer engagement is connected with greater confidence in progression through the early labour market towards medium term career ambitions.'

5. Sabates, R., Harris, A. L. and Staff, J. (2011) 'Ambition gone awry: the long term socioeconomic consequences of misaligned and uncertain ambitions in adolescence', *Social Science Quarterly*, 92(4), 959-977.

Summary. 'The objective of this study was to investigate whether misaligned or uncertain ambitions in adolescence influence the process of socioeconomic attainment. Using 34 years of longitudinal data from British Cohort Study (BCS70), we considered whether youth with (1) misaligned ambitions (i.e., those who either over- or under-estimate the level of education required for their desired occupation), (2) both low occupational aspirations and educational expectations (low-aligned ambitions), and 3) uncertainty with regards to their future occupations (uncertain ambitions) at age 16 experienced more unemployment spells, lower educational attainment, and lower hourly wages in adulthood compared to youth with high occupational aspirations and educational expectations (high-aligned). Results. Youth who hold misaligned or uncertain aspirations show long-term deficits in employment stability and educational attainment, which in turn leads to lower wage attainments at age 34. Conclusion. Misaligned and uncertain ambitions in adolescence compromise the construction of life paths and the realization of long-term educational and occupational goals.'

6. Schoon, I. & Polek, E. (2011) 'Teenage career aspirations and adult career attainment: the role of gender, social background and general cognitive ability', *International Journal of Behavioral Development*, 35(3), 210-217.

Summary. 'In this paper we examine the associations between gender, family background, general cognitive ability (*g*), teenage career aspirations, and career attainment in mid adulthood drawing on two large representative samples of the British population born in 1958 (N = 6,474) and in 1970 (N = 5,081). A developmental-contextual model of career development is tested, using Structural Equation Modelling to map the pathways linking early experiences to adult outcomes. Results show that in both cohorts career aspirations measured at age 16 predict career attainment of cohort members in their mid-30s, even after controlling for family social background and general cognitive ability. Compared to their less ambitious peers, those with aspirations for a professional job are more likely to participate in further education, and are more likely to achieve a professional career in their adult years. Regarding gender differences in career pathways, the findings suggest that women are more ambitious in their occupational aspirations than men and more likely to participate in further education. However, despite reducing gender inequalities in attainment, social inequalities in educational and occupational opportunities remain.'

7. Yates, S, Harris, A, Sabates, R, and Staff, J. (2011) 'Early Occupational Aspirations and Fractured Transitions: A study of entry into NEET status in the UK', *Journal of Social Policy*, 40(3), 513-534.

Summary. 'There has been significant recent research and policy interest in issues of young people's occupational aspirations, transitions to employment and the antecedents of NEET (not in employment, education or training) status. Many have argued that changes to the youth labour market over the past 30 years have led to transitions to work becoming more individualised, complex and troublesome for many, particularly those from poorer backgrounds. However, little research has examined the connection between early uncertainty or misalignment in occupational aspirations and entry into NEET status. This paper draws on the British Cohort Study to investigate these issues, and finds that young people with uncertain occupational

aspirations or ones misaligned with their educational expectations are considerably more likely to become NEET by age 18. Uncertainty and misalignment are both more widespread and more detrimental for those from poorer backgrounds. These findings are discussed in the context of recent research and debates on emerging adulthood and the youth labour market.’

3. Indicators from the literature

Analysis of literature meeting the review criteria enabled the identification of ten longitudinal indicators which connected statistically teenage work-related attitudes or experiences to positive adult economic outcomes.

Duckworth, K. & Schoon, I. (2012) 'Beating the Odds: Exploring the impact of social risk on young people's school-to-work transitions during recession in the UK', *National Institute Economic Review*, 222(1), R33-R51.

Indicator 1

Analysis of Longitudinal Study of Young People in England (LSYPE) and the British Cohort Study (1970). Young people at risk of NEET at 14-16 with plans to stay in education after 16 are less likely to become NEET (for at least 6 months) at age 18: reducing risk by 36% (BCS) and 35% (LSYPE).

Indicator 2

Analysis of Longitudinal Study of Young People in England (LSYPE) and the British Cohort Study (1970). Young people who, at 16, have a positive view of the effectiveness of schooling (eg, disagreeing 'school was largely a waste of time') reduce the likelihood of becoming NEET at age 18 by 25% (BCS) and by 30% (LSYPE).

Kashefpakdel, T.E. & Percy, C. (2016). 'Career Education that Works: an Economic Analysis using the British Cohort Study', *Journal of Education and Work*, DOI: 10.1080/13639080.2016.1177636.

Indicator 3

Analysis of British Cohort Study (1970). Teenagers (age 14-16) who received careers talks with an outside speaker earned up to 1.6% (for each career talk undertaken) at age 26.

Mann, A. & Percy, C. (2013) 'Employer Engagement in British secondary education: wage earning outcomes experienced by young adults', *Journal of Education and Work*, 24(5), 496-523.

Indicator 4

Analysis of 2011 YouGov survey of 985 adults aged 19-24. Young adults in full-time employment who recalled school-mediated employer contacts earn, on average, 4.5% more than peers up to a total of 4 contacts (18%).

Percy, C. & Mann, A. (2014) 'School-mediated employer engagement and labour market outcomes for young adults' in Mann, A., Stanley, J. and Archer, L. (eds) *Understanding Employer Engagement in Education: Theories and Evidence* (2014): 205.

Indicator 5

Analysis from 2011 YouGov survey of 985 adults aged 19-24. Young adults who recalled 2+ school-mediated employer contacts are less likely to be NEET and are more confident about their labour market progression.

Sabates et al (2011) 'Ambition gone awry: the long term socioeconomic consequences of misaligned and uncertain ambitions in adolescence', *Social Science Quarterly*, 92(4), 959-977.

Indicator 6

Analysis of British Cohort Study (1970). Young men and young women who were uncertain about their career aspirations at 16 earn less at age 34 (accounting for 12%-17% of variation in earnings).

Indicator 7

Analysis of British Cohort Study (1970). Aspiration/expectation alignment at age 16 explains approximately 8% of the variation in wages for women and 7% of the variation in men's wages at age 34.

Schoon, I. & Polek, E. (2011) 'Teenage career aspirations and adult career attainment: the role of gender, social background and general cognitive ability', *International Journal of Behavioral Development*, 35(3), 210-217.

Indicator 8

Analysis of the National Child Development Study (following a cohort born in 1958) and the British Cohort Study (1970). Young people with aspirations to enter professional/managerial occupations at age 16 are 'doing better' (occupational social status/earnings) at age 33/34. A 0.11 (0.13 for BCS70) unit change in cohort member adult social status can be explained by occupation aspiration at age 16.

Indicator 9

Analysis of British Cohort Study (1970). Young people with high career aspirations but low education expectations (the 'misaligned') are more likely to become NEET (for at least 6 months) by the ages of 16-18. The risk of becoming NEET for misaligned ambitions is 1.7 times greater for young men and 3 times higher for young women.

Yates et al. (2011) 'Early Occupational Aspirations and Fractured Transitions: A study of entry into NEET status in the UK', *Journal of Social Policy*, 40(3), 513-534.

Indicator 10

Analysis of British Cohort Study (1970). Both young men and young women with uncertain aspirations at age 16 are 3 times more likely to become NEET for a period of at least six months before the age of 19.

Additional longitudinal analysis

In further analysis, the research team explored two major longitudinal UK datasets. The first dataset is the British Cohort Study 1970 (BCS1970) which follows the lives of more than 17,000 people born in England, Scotland and Wales in a single week of 1970. Since 1970, there have been eight sweeps of all cohort members at ages 5, 10, 16, 26, 30, 34, 38 and 42.

In search of the impact factors, students' information about their experiences at school was collected from cohort 1986 when participants were 16 years of age with details of socio-economic status gathered from birth and up to age 26. In undertaking additional analysis and following standard analytical practice, the research team identified a range of background factors which might determine the economic outcomes of individuals in order to ensure

that analyses were not misleading. Background factors included parental social class, academic ability, learning environments and the demographics (gender, ethnicity). The British Cohort Study includes a range of work-related questions asked at age 16 which are relevant to this project: attitudinal variables, access to trusted networks and participation in different school-mediated programs.

Economic outcomes were collected ten years later in 1996 when the cohort members were age 26. A particular focus was given to the earnings of those participants in the cohort study who were in full-time employment at age 26. Approximately 5,900 such individuals reported their income at age 26. Statistical analysis was used to test the hypotheses underpinning this research, looking for evidence that teenage work-related attitudes and experiences impact upon adult outcomes. In testing different factors and their effect on earnings, linear regression analysis was used. The result of the analysis led to two significant findings:

Indicator 11

Teenagers, at age 16, who agree that they have family contacts who will be able to help get them a job when they leave education earn, on average, 4% more than comparable peers at age 26

Indicator 12

Teenagers, at age 16, who agree that 'school is largely a waste of time' earn, on average 16% less at age 26 than comparable peers who disagreed with the statement.

The second dataset is Longitudinal Study of Young People in England (LSYPE) which follows the lives of some 16,000 people born in 1989-90. The study began in 2004, when the cohort members were aged 13-14, and has collected information about their education and employment, economic circumstances and attitudes. The data has also been linked to National Pupil Database (NPD) records, which include the cohort members' individual scores at Key Stage 2, 3 and 4. The initial survey was undertaken in 2004 and included young people in Year 9 attending state and independent schools in England. Following the initial survey at age 13-14, the cohort members were visited every year until 2010, when they were age 19-20. The next results from the study will be published in 2017, presenting the survey results of participants at age 25.

In a similar way to the analysis of BCS1970, the research team identified a range of work-related attitudes and experiences reported by young people as teenagers (ages 14-16) but looked at outcomes at age 19-20. At this age, the majority of the latest cohort's members of the LSYPE are still in education. Consequently, we decided to only focus on NEET status as the outcome variable. Approximately 8,400 cohort members reported their economic activity on a single day in May 2010. LSYPE is not a birth cohort, however, the socio-economic status of young people is covered in the initial sweeps of the survey which provide for rich estimation models. The range of background factors included in this analysis include parental social class, academic ability, learning environments and demographics.

Because the outcome variable is dichotomous, logistic regression analysis was used in the study of LSYPE. The result of the analysis led to two significant findings.

Teenagers, at ages 14-15, who agree that they talk to their teacher at least once:

Indicator 13

Inside of lessons about their future studies are 24% less likely to be NEET (on the day of the survey) at age 19-20 than comparable peers,

Indicator 14

Outside of lessons about their future studies are 13% less likely to NEET (on the day of the survey) at age 19-20 than comparable peers.

Indicator 15

Teenagers, at ages 14-15, who agree that 'school is waste of time for me' are two time more likely to be NEET (on the day of the survey) at age 19-20 than comparable peers.

The question of part-time teenage employment: a 16th indicator?

Finally, whilst analysis was being undertaken new evidence emerged about the impact of teenage participation in part-time employment alongside full-time education emerged. The Education Endowment Foundation commissioned report *Careers Education: International Literature Review* (Hughes et al 2016) reviewed 14 international longitudinal studies, including a number of UK analyses, exploring the long-term economic impacts of teenage part-time working. The study found that 13 (93%) presented evidence of largely positive economic outcomes for young adults. In discussions with schools staff within the initial consultative process, while it was recognised that the review also found evidence of negative impacts for the attainment of young people particularly where teenage employment was excessive, very strong interest was expressed in the data and its significance for assessing the state of pupil preparation for adult labour market participation. It is proposed, consequently, that this further indicator is added. It is recognised that while the capacity of schools staff to provide part-time employment to young people is severely constrained, it is in their power to encourage and possibly enable such working and knowledge of such work engagement is extremely helpful to assessments.

Hughes, D et al. 2016. *Careers Education: International Literature Review*. London: Education Endowment Foundation.

Indicator 16

Analysis of international literature. Teenagers who combine part-time employment with full-time education can largely positive economic outcomes.

3.1 Synthesising indicators

Comparison of the 15 indicators revealed significant overlap and allows for a new synthesised integration across four thematic areas allowing for a more coherent presentation of teenage attitudes and experiences linked to adult economic outcomes. A series of statements can be supported by insights stemming from the longitudinal data.

Theme one: Thinking about the future

Statement 1: Teenage certainty about career aspirations are associated with better adult economic outcomes.

[Indicator 10] *Analysis of BCS (1970). Both young men and young women with uncertain aspirations at age 16 are 3 times more likely to become NEET for a period of at least six months before the age of 19* (Yates et al. 2011).

[Indicator 6] *Analysis of BCS (1970). Young men and young women who were uncertain about their career aspirations at 16 earn less at age 34 (accounting for 12%-17% of variation in earnings)* (Sabates et al. 2011).

Statement 2: Higher teenage occupational aspirations are associated with better adult economic outcomes.

[Indicator 8] *Analysis of the NCDS (following a cohort born in 1958) and the BCS (1970). Young people with aspirations to enter professional/managerial occupations at age 16 are 'doing better' (occupational social status/earnings) at age 33/34. A 0.11 (0.13 for BCS1970) unit change in cohort member adult social status can be explained by occupation aspiration at age 16 (Schoon & Polek 2011).*

Statement 3: Teenage plans to stay in education after age 16 are associated with better adult economic outcomes.

[Indicator 1] *Analysis of LSYPE and BCS (1970). Young people at risk of NEET at 14-16 with plans to stay in education after 16 are less likely to become NEET (for at least 6 months) at age 18: reducing risk by 36% (BCS) and 35% (LSYPE) (Duckworth & Schoon 2012)*

Statement 4: Teenagers with realistic understanding of the education required to achieve career ambitions can expect better adult economic outcomes than peers.

[Indicator 9] *Analysis of BCS1970. Young people with high career aspirations but low education expectations (the 'misaligned') are more likely to become NEET (for at least 6 months) by the ages of 16-18. The risk of becoming NEET for misaligned ambitions is 1.7 times greater for young men and 3 times higher for young women. (Yates et al. 2011)*

[Indicator 7] *Analysis of BCS1970. Aspiration/expectation alignment/misalignment at age 16 explains approximately 8% of the variation in wages for women and 7% of the variation in men's wages at age 34 (Sabates et al. 2011)*

Statement 5: Teenagers who believe their family networks will help them find work after leaving education can expect better adult economic outcomes than peers

[Indicator 11] *Analysis of BCS1970. Teenagers, at age 16, who agree they have family contacts who are able to help get them a job earn, on average, 4% more at age 26 (Education & Employers Research).*

Theme two: Talking about the future

Statement 6: Teenage participation in school-based careers talks with outside speakers is associate with better adult economic outcomes.

[Indicator 3] *Analysis of BCS1970. Teenagers (age 14-16) who received careers talks with an outside speaker earned up to 1.6% (for each career talk undertaken) at age 26 (Kashefpakdel & Percy 2016).*

Statement 7: Teenagers who speak to teachers about their educational plans can expect better adult economic outcomes than peers

Analysis of LYSPE. Teenagers, at ages 14-15, who agree that they talk to their teachers about their future studies, at least once:

- [Indicator 13] *inside of lessons are 24% less likely to be NEET (on the day of the survey) at age 19-20, and if*
- [Indicator 14] *outside of lessons are 13% less likely to be NEET (Education & Employers Research).*

Theme three: Experiencing the future

Statement 8: Teenagers who engage in higher volume school-mediated employer engagement activities can expect better adult economic outcomes than peers

[Indicator 4] *Analysis of 2011 YouGov survey of 985 adults aged 19-24. Young adults in full-time employment who recalled school-mediated employer contacts earn, on average, 4.5% more than peers up to a total of 4 contacts (18%) (Mann & Percy 2013).*

[Indicator 5] *Analysis from 2011 YouGov survey of 985 adults aged 19-24. Young adults who recalled 2+ school-mediated employer contacts are less likely to be NEET and are more confident about their labour market progression (Percy & Mann 2014)*

Statement 9: Teenagers who combine part-time employment with full-time education can expect better adult economic outcomes than peers

[Indicator 16] *Education Endowment Foundation Literature Review. 93% of 14 longitudinal studies (including 5 UK studies) into impact of teenage part-time employment on adult economic outcomes find largely positive results for young people (Hughes et al 2016)*

Theme four: Thinking about school

Statement 10: Teenagers who see value in their schooling can expect better adult economic outcomes than peers.

[Indicator 2] *Analysis of LSYPE and the BCS 1970. Young people who, at 16, have a positive view of the effectiveness of schooling (e.g, disagreeing 'school was largely a waste of time') reduce the likelihood of becoming NEET at age 18 by 25% (BCS) and by 30% (LSYPE) (Duckworth & Schoon 2012).*

[Indicator 12] *Analysis of BCS1970. Teenagers, at age 16, who agree 'school is largely a waste of time' earn 16% less than those disagreed at age 26 (Education & Employers Research).*

[Indicator 15] *Analysis of LSYPE. Teenagers, at age 14-15, who agree that 'school is a waste of time for me' were two times more likely to be NEET than those who disagreed (Education & Employers Research).*

3.2 Responses to the synthesised indicators from practitioners

This grouping of indicators was then tested in four sessions with careers professionals and other interested in the relationship between education and employment over a series of semi-structured interviews and in a presentation at the 2016 Education and Employers/Edge Foundation [International Conference on Employer Engagement in Education and Training](#) held at the conference centre of the Department for Business, Energy and Industrial Strategy in London.

In discussions, it was acknowledged that data was inherently limited, with analysis constrained by the limitations of available quantitative datasets. Moreover, data was unavailable on the extent to which impacts related to indicators might be cumulative. Because different analyses used different variables in assessing impact, the character of economic impacts could not be seen as additional and significant challenges in the data prevented easy analysis of potential cumulative benefits.

It was also made clear that indicators based on average outcomes may disguise significant variation in individual circumstances. A pupil may score very poorly, but be on track for a highly successful career in a family enterprise. However, in such circumstances it was felt to be important that pupils go into early adulthood with their eyes open and have chance to consider the breadth of employment opportunities which may be available to them.

Key points raised within this initial consultative episode included:

- The statements in general terms 'ring true' as indicators of potential adult economic outcomes

- Whilst teenage uncertainty was in general seen as a 'bad thing', there may such a thing 'good' uncertainty where pupils may not have clear career aspirations but may have very clear educational goals which would provide them with career choice at an older age
- Misalignment is a very recognised problem – whereby pupils set out career aspirations which should be seen as unrealistic
- Young people of differing academic abilities could be expected to respond in different ways to work-related experiences facilitated by schools
- Some schools actively discourage pupils from undertaking part-time employment, others encourage it
- Both paper-based and online questionnaires structured around the indicators would be useful tools
- Answers to the questionnaires would best be interpreted by a careers or teaching professional who knows the pupil
- A questionnaire structured around the indicators might be used to:
 - Identify pupils at risk of NEET
 - Identify and prioritise pupils who require greater levels of careers provision as they approach key decision making points e.g. Y9 and Y11
 - Help pupils understand themselves better
 - Help pupils understand better how they can prepare themselves for work
 - Provide useful background information for careers sessions with individual pupils
 - Test the efficacy of interventions

Discussions also emphasised the importance of trialling the indicators in a number of schools and a number were identified as willing participants in an autumn piloting. Trials would work on the basis of a model draft pupil questionnaire.

4. Initial Student questionnaire and scoring system

Based on the synthesised indicators the research team devised a short questionnaire of 13 questions split between four sections. Each section was designed to be scored and evaluated individually, as each related to a different area that a young person needs to consider when preparing for the working world. It was intended that this would allow schools staff to come to an overall view on the preparedness of a young person and to identify particular areas where a student may need more targeted guidance. For example, where a young person needs to attend more career talks.

The team also developed a scoring system to be used by schools staff. The scoring system reflects the effect sizes (in terms of wage premiums or reduced likelihood of being NEET) found in each individual longitudinal study used. For example, in the research team's analysis teenagers, who spoke to teachers about their future studies at least once inside of lessons were 24% less likely to be NEET (on the day of the survey) at age 19/20 and outside of lessons were 13% less likely to be NEET. If a student had spoken to teachers about what they plan to next in terms of education the student would be awarded a score of 5, as the effect size is above 11%.

This scoring approach was adopted throughout the questionnaire:

Effect Size (%)	Score given
0	0
1 – 5	1
6 – 10	3
11+	5

The questionnaire was piloted by schools staff (careers coordinators, subject teachers and heads of year) in six 11-18 state schools from around England from March to April 2017. Staff were asked to trial a paper-based questionnaire with students aged 14 – 16 (Year 9 – Year 11) and asked to feedback on the overall usefulness and value of the indicators in identifying pupils that may need further careers support. Prior to piloting, staff completing the trial were asked to consider the following when using the questionnaire and mark scheme:

- the relevance of indicators to all types of pupil
- the efficacy of the indicators in identifying pupils appropriately requiring greater careers intervention
- the potential use of the indicators as before and after test to determine whether an intervention actually worked
- the need for improvement in indicators including analysis of answers in order to interpret data
- the mechanisms through which indicators might be delivered electronically as well as in paper format.

The following Initial Student Questionnaire was sent to the six trial schools, who then went on to distribute it to their sample of pupils:

Initial Student Questionnaire

General information

Q1. Your name

Q2. What year group are you in?

Thinking about the future

Q3. What are your plans after year 11?

- I will stay in full-time education
- I will leave full-time education
- I'm not sure

Q4. Nearly everyone your age has some sort of idea of what they want to do in life. Is there a particular job or jobs which you would like to do when you leave education? [If no, go to Question 6a].

- Yes
- No

Q5. If you do have a job in mind, what is it? (If you have more than one job in mind, please write the one you are most serious about pursuing.)

.....

.....

Q6a. Which level of qualification do you plan on achieving?

- No qualifications
- GCSEs
- A-Levels
- I'm not sure
- A vocational qualification (e.g. BTEC or NVQ)
- An undergraduate degree
- After I have a postgraduate qualification

Q6b. Thinking about the job you chose in Q5. How would you go about achieving it? (E.g. which qualifications, training programmes, subjects would be useful to you?)

.....

.....

.....

Q7. When you leave full-time education is there anyone in your family or anyone else you know who can help you get a job?

- Yes
- No
- I'm not sure

Talking about the future

Q8. Have you ever talked to your teachers about what you plan to do next in terms of education?

- Yes
- No

Q9. Have you ever had careers talks from people outside of school? If so, how many?

- 0 1 – 2 3 – 4 5+

Q10. Did you find these career talks from people outside of school very helpful?

- Yes No

Experiencing the future

Q11. Since being in secondary school, how many times have you come into contact with employers/local business people through the school (e.g. careers sessions, work experience, CV workshops)?

- Never Once or twice Three or more times

Q12. Have you ever had a paid part-time job?

- Yes No

Thinking about school

Q13. Thinking about the jobs you might do in the future, do you think that your time at school has been useful?

- Yes, it has been useful No, it has been largely a waste of time I'm not sure

The following Initial Scoring System was also distributed to participating schools:

Initial Scoring System

Theme	Question	Answer	Score
<p>Thinking about the future</p> <p>Students scoring highly in this section will have given some serious thought to their career ambitions and plan to accumulate education and qualifications with some strategic purpose</p>	<p>Q3. What are your plans after year 11?</p>	I will stay in full time education	5
		I will leave full time education	0
		I'm not sure	0
	<p>Q4. Nearly everyone your age has some sort of idea of what they want to do in life. Is there a particular job or jobs which you like to do when you leave education?</p>	Yes	5
		No	0
	<p>Q5. If you do have a job in mind, what is it? (If you have more than one job in mind, please write the one you are most serious about pursuing)</p>	If student plans to pursue a job which requires a degree or degree level equivalent or higher level of qualification score 3. Otherwise check against Q6a for scoring.	3
	<p>Q6a. Which level of qualification do you plan on achieving?</p> <p>Q6b. Thinking about the job you chose in Q5. How do you go about achieving it? (E.g. which qualifications, training programmes, subjects would be useful to you?)</p>	Student's career ambition/ideal profession (Q5) is aligned with the qualifications needed to get into this profession (Q6a)	3
		Student's career ambition/ideal profession (Q5) requires lower qualifications than they are planning on achieving (Q6a)	1
		Student's career ambition/ideal profession (Q5) requires higher qualifications than they are planning on achieving (Q6a)	0
		I'm not sure	
	<p>Q7. When you leave full-time education is there anyone in your family or anyone else you know who can help you get a job?</p>	Yes	1
		No	0
		I'm not sure	0

'Thinking about the future' score interpreter

0 – 9 Student is a priority for further attention: needs to apply more thought to their future career ambitions and ways to achieve them.

10 – 14 Student has given some thought to their future career ambitions, but could benefit from further planning and research.

15+ Student has done extensive research, thinking and planning.

Theme	Question	Answer	Score
<p>Talking about the future</p> <p>Students scoring highly in this section will have talked to professionals, either inside or outside of school, about their career ambitions</p>	<p>Q8. Have you ever talked to your teachers about what you plan to do next in terms of education</p>	Yes	5
		No	0
	<p>Q9. Have you ever had careers talks from people outside of school? If so, how many?</p>	5+ career talks	5
		3 – 4 career talks	3
		1-2 career talks	1
		0 career talks	0
	<p>Q10. Did you find these career talks very helpful?</p>	Yes	3
No		0	

‘Talking about the future’ score interpreter

- 0 – 4** Student is a priority for further attention: student requires greater support in discussing future careers
- 5 – 10** Student may have spoken to teachers or attended career talks, but could still benefit from talking to more professionals.
- 11+** Student has had extensive contact with professionals.

Theme	Question	Answer	Score
<p>Experiencing the future</p> <p>Students scoring highly in this section will have had the opportunity to engage with employers and experience the workplace themselves.</p>	<p>Q11. Since being in secondary school, how many times have you come into contact with employers through the school (e.g. careers sessions, work experience)?</p>	Three or more times	5
		Once or twice	3
		Never	0
	<p>Q12. Have you ever had a paid part-time job?</p>	Yes	3
		No	0

‘Experiencing the future’ score interpreter

- 0** Student is a priority for further attention: Student needs to do more to gain experience of the working world, preferably through engagement with employers.
- 3 - 5** Student has had some experience of the working world, but could benefit from having more contact with employers.
- 6+** Student has had extensive experience of the working world.

Theme	Question	Answer	Score
<p>Thinking about school</p> <p>Students scoring highly in this section will have developed an understanding of the ways in which education is of value to future employment.</p>	<p>Q13. Thinking about the jobs you might do in the future, do you think that your time at school has been useful?</p>	<p>Yes, it has been useful.</p>	<p>5</p>
		<p>No, it has been largely a waste of time</p>	<p>0</p>
		<p>I'm not sure</p>	<p>0</p>

5. Feedback from practitioners

The questionnaire and scoring systems were tested by staff in five 11-18 comprehensive schools and one 11-18 grammar school. Participants included careers advisors, careers coordinators, subject teachers and members of senior management teams. In total, the questionnaire was used with a cohort of 788 year 9 – 11 students. In each of the trials teachers disseminated the paper-based survey to young people with whom they had some degree of familiarity, so the validity of the results could be confirmed. The results were then collected and marked against the scoring system. Teachers were then asked to provide feedback to the research team about the general usefulness of the tool. Transcripts of the full teacher responses are available in the first annex attached to this document.

The effectiveness of the indicators in identifying pupils appropriately requiring greater careers intervention

All six of practitioners confirmed that the responses backed up information they knew about young people, stating it provided reliable, trustworthy information about students they were already familiar with. They were confident that the tool provided a helpful tool to identify students requiring more support.

Five of the piloting school staff stated that they would use the questionnaire and scoring scheme in their schools if it became available. They stressed that the tool most helped them target the young people who needed provision and allowed them to prioritise support for young people. The sixth respondent felt that the student body was sufficiently well known for there to be little need for additional confirmation of needs.

Two teachers commented that a number of the questions covered areas of preparedness they had never tackled before, and as a result provided new information to use when designing careers programmes.

The relevance of indicators to all types of pupil

Age

Data informing the creation of the indicators were strongly drawn from the experiences and attitudes of young people in key stage 4 and particularly aged 16 and three of the six practitioners noted that the questionnaire worked especially well for those in year 11.

However, the same respondents raised doubts about how well the indicators worked in identifying younger students who required greater provision. They noted that many careers programmes begin in earnest in year 11, meaning younger students will often score poorly in the experiencing the future and talking about the future sections. Similarly, teachers highlighted that pupils younger than year 11 rarely have an ideal profession in mind, and even if they do, they will have received limited careers provision to understand how to reach this profession.

Progression route

Four of practitioners noticed that on the whole, the indicators were very much geared towards academic routes both in the question structure and the marking. Whilst they understood that the indicators and questions were based on quantitative available evidence, some acknowledge of vocational routes and apprenticeships would be helpful to ensure that the tool speaks to as many students as possible.

The potential use of the indicators as before and after test to determine whether an intervention actually worked

Four practitioners suggested that the questionnaire could be used to assess whether a career intervention had benefitted the young person in terms of their career awareness and preparedness. Two of the six practitioners also noted that it could also be used to alert school staff when young people have not understood the purpose or remembered a careers intervention.

The need for improvement in indicators including analysis of answers in order to interpret data

Two of the practitioners commented on the time consuming nature of the indicators. They described the scoring system as complex and felt that it took them too long to correctly mark each survey. One of these respondents noted that they expected this to improve if they carried on using the indicators.

Staff from two schools also noted that the person marking the surveys needs to be very ‘on the ball’ when it comes to which qualifications are required for certain professions. This means that the marking cannot be easily delegated to more junior colleagues.

A common view amongst practitioners was that the indicators were most useful if the questionnaire was completed by students with staff on hand to provide advice and clarification.

The mechanisms through which indicators might be delivered electronically as well as in paper format.

Teachers were evenly split on their preferences for either a digital or paper questionnaire format.

Many commented that the paper format required greater administration, delivery and review time which meant that it would be difficult to deliver to an entire school.

Teachers noted that an online version would be useful for automatically collating the responses quickly, but noted that write in questions such as Q5 and Q6 would require analysis on a case by case basis. The limited availability of computers was also stressed.

5.1 Question specific feedback

Feedback from schools within the trial process identified a number of specific proposals for improving the questionnaire. These are addressed below.

Thinking about the future

Q3.	What are your plans after year 11?
Comment	Practitioners noted that the question and scoring system failed to address those who were planning on pursuing an apprenticeship or traineeship. It was also noted that the data underpinning the statement related exclusively to those young people with characteristics with put them at risk of becoming NEET.
Response	<p><i>Question deleted.</i></p> <p>After a further review of the indicators the findings only relate to young people at risk of NEET, so the findings become difficult to apply to all young people.</p> <p>To ensure the relevance of the questionnaire to all learners a new question will be created in the general information section. This will not be marked, and will ask about a young person’s future education or training plans.</p>

Q4.	Nearly everyone your age has some sort of idea of what they want to do in life. Is there a particular job or jobs which you would like to do when you leave education? [If no, go to Question 6a].
Q6a.	Which level of qualification do you plan on achieving?
Comment	Practitioners noted that many young people do not have an idea which job they want to do for the rest of their lives. They also commented that the scoring system does not award for apprenticeships and traineeships
Response	<i>Question retained.</i> Studies exploring the career aspirations of teenagers (e.g. Yates et al. 2012) demonstrate that the great majority of 16 year olds have a career aspiration. Guidance will emphasise the specific value of the tool for students at this age.

Q7.	When you leave full-time education is there anyone in your family or anyone else you know who can help you get a job?
Comment	Practitioners noted that it should be made clearer whether the question relates to <i>any</i> job or a job that is linked to the job they have highlighted in question 4.
Response	<i>Question amended.</i> The question used in the original study whether any member of the young person’s social network can help them get <i>any</i> job – and the question is now amended to clarify.

Talking about the future

Q8.	Have you ever talked to your teachers about what you plan to do next in terms of education?
Comment	Practitioners noted that the question did not ask whether a young person had spoken to careers advisors and other professionals.
Response	<i>Question amended.</i> The study from which the indicator is drawn simply states ‘teachers’ giving the clear suggestion of subject teachers rather than careers professionals and the question has now been amended.

Q9.	Have you ever had careers talks from people outside of school? If so, how many?
Comment	Practitioners highlighted that the definition of careers talks needed to be made more specific, as well as the time period the question referred to. They also noted that some young people became confused with the phrase 'outside of school', believing it meant talks from an external organisation.
Response	<i>Question amended.</i> The question will now include a concise definition of a careers talk, to avoid confusion. The data in the original survey relates to secondary school, so again this will be included in the question. The study from which the indicator is drawn does not expand on what is meant by 'careers talks from people outside of school' and that phrasing is retained.

Q10.	Did you find these careers talks from people outside of school very helpful?
Comment	One practitioner commented that the survey needs to give guidance that helpful does not necessarily mean that the talk was helpful in deciding on a career. Sometimes it can help a young person decide they did not want to pursue that career.
Response	<i>Question amended.</i> The survey will now include a reminder to respondents that they may have found a careers talk helpful even if it helped them realise they <i>did not</i> want to go into a certain career.

Experiencing the future

Q11.	Since being in secondary school, how many times have you come into contact with employers through the school (e.g. careers sessions, work experience)?
Comment	Practitioners noted that this question appeared quite similar to question 9, more examples of coming into contact with employers needed to be provided, as well as a definition.
Response	<i>Question amended.</i> The survey will now contain a more exhaustive list of career development activities.

Q12.	Have you ever had a paid part-time job?
Comment	It was noted that younger students are very unlikely to have had a part-time job.
Response	<i>Question retained.</i> The proportion of students working part-time alongside their full-time studies is falling, but still meaningful.

Thinking about school

Q13.	Thinking about the jobs you might do in the future, do you think that your time at school has been useful?
Comment	The question needs to clearly state whether this is in relation to school in general, or life skills and careers provision provided during school.
Response	<i>Question retained.</i> The source from which the question is drawn does not provide further detail to allow such clarification.

Q7. When you leave full-time education is there anyone in your family or anyone else you know who can help you get a job (any job at all)?

Yes No I'm not sure

Talking about the future

Q8. Have you ever talked to your subject teachers or other teaching staff about what you plan to do next in terms of education?

Yes No

Q9. Have you ever had a careers talk from someone from outside of school during your time at secondary school? If so, how many?

Careers talks involve someone from a local business coming into school to talk about their own career and education. This could be in an assembly, in a careers class, or to a small group of students interested in a particular career.

0 1 – 2 3 – 4 5+

Q10. Did you find these careers talks from people outside of school very helpful?

You may have found a careers talk helpful even if it helped you realise you DID NOT want to go into a certain profession

Yes No

Experiencing the future

Q11. Since being in secondary school, how many times have you come into contact with employers/local business people through the school?

This may include careers talks, careers fairs, careers carousels, work experience, CV workshops, and enterprise days.

0 1 – 2 3+

Q12. Have you ever had a paid part-time job?

Yes No

Thinking about school

Q13. Thinking about the jobs you might do in the future, do you think that your time at school has been useful?

Yes, it has been useful No, it has been largely a waste of time I'm not sure

Confirmed Scoring System

Theme	Question	Answer	Score
<p>Thinking about the future</p> <p>Students scoring highly in this section will have given some serious thought to their career ambitions and plan to accumulate education and qualifications with some strategic purpose</p>	<p>Q4. Nearly everyone your age has some sort of idea of what they want to do in life. Is there a particular job or jobs which you like to do when you leave education?</p>	Yes	5
		No	0
	<p>Q5. If you do have a job in mind, what is it? (If you have more than one job in mind, please write the one you are most serious about pursuing)</p>	If student plans to pursue a job which requires a degree or degree level equivalent or higher level of qualification score 3. Otherwise check against Q6a for scoring.	3
	<p>Q6a. Which level of qualification do you plan on achieving?</p> <p>Q6b. Thinking about the job you chose in Q5. How do you go about achieving it? (E.g. which qualifications, training programmes, subjects would be useful to you?)</p>	Student's career ambition/ideal profession (Q5) is aligned with the qualifications needed to get into this profession (Q6a)	3
		Student's career ambition/ideal profession (Q5) requires lower qualifications than they are planning on achieving (Q6a)	1
		Student's career ambition/ideal profession (Q5) requires higher qualifications than they are planning on achieving (Q6a)	0
		I'm not sure	
	<p>Q7. When you leave full-time education is there anyone in your family or anyone else you know who can help you get a job?</p>	Yes	1
		No	0
		I'm not sure	0

'Thinking about the future' score interpreter

- 0 – 4** Student is a priority for further attention: needs to apply more thought to their future career ambitions and ways to achieve them.
- 5 – 9** Student has given some thought to their future career ambitions, but could benefit from further planning and research.
- 10+** Student has done extensive research, thinking and planning.

Theme	Question	Answer	Score
Talking about the future Students scoring highly in this section will have talked to professionals, either inside or outside of school, about their career ambitions	Q8. Have you ever talked to your subject teachers or other teaching staff about what you plan to do next in terms of education?	Yes	5
		No	0
	Q9. Have you ever had a careers talk from someone from the world of work during your time at secondary school? If so, how many?	5+ career talks	5
		3 – 4 career talks	3
		1-2 career talks	1
		0 career talks	0
	Q10. Did you find these careers talks from people outside of school very helpful?	Yes	3
		No	0

‘Talking about the future’ score interpreter

- 0 – 4** Student is a priority for further attention: student requires greater support in discussing future careers
- 5 – 10** Student may have spoken to teachers or attended career talks, but could still benefit from talking to more professionals.
- 11+** Student has had extensive contact with professionals.

Theme	Question	Answer	Score
Experiencing the future Students scoring highly in this section will have had the opportunity to engage with employers and experience the workplace themselves.	Q11. Since being in secondary school, how many times have you come into contact with employers/local business people through the school?	Three or more times	5
		Once or twice	3
		Never	0
	Q12. Have you ever had a paid part-time job?	Yes	3
		No	0

‘Experiencing the future’ score interpreter

- 0** Student is a priority for further attention: Student needs to do more to gain experience of the working world, preferably through engagement with employers.
- 3 - 5** Student has had some experience of the working world, but could benefit from having more contact with employers.
- 6+** Student has had extensive experience of the working world.

Theme	Question	Answer	Score
<p>Thinking about school</p> <p>Students scoring highly in this section will have developed an understanding of the ways in which education is of value to future employment.</p>	<p>Q13. Thinking about the jobs you might do in the future, do you think that your time at school has been useful?</p>	<p>Yes, it has been useful.</p>	<p>5</p>
		<p>No, it has been largely a waste of time</p>	<p>0</p>
		<p>I'm not sure</p>	<p>0</p>

7. Conclusion

This project set out to provide schools with a practical mechanism for identifying whether pupils (regardless of their attainment levels) are on track for better adult economic outcomes than might be expected of their comparable peers. This set of 'indicators' was developed in light of information collected from longitudinal studies as identified within peer review academic literature or research by the Education and Employers research team working to the same standards. These indicators provide evidence that the holding of a particular work-related attitude or participation in specific activities as teenagers can, on average, be associated with better economic outcomes.

The questionnaire and scoring system were developed in the light of these studies and the positive economic effects found within them. It was hoped that these tools would help careers professionals and other school teaching staff identify and prioritise pupils who require greater levels of careers provision as they approach key decision making points. Six schools took part in testing the questionnaire and scoring system with a cohort of 788 students aged 14-16 and provided feedback about the efficacy and usefulness of the tools.

Feedback from schools proved to be positive. All schools felt that the indicators enabled staff to identify young people requiring greater support. Five out of the six schools expressed a desire to use the questionnaire and scoring system in their schools if it became available. They highlighted that it helped them target the young people who needed greater provision and allowed them to prioritise which young people needed most pressing support. Four of the six practitioners thought the indicators would also be useful if used as a *before* and *after* test, to help assess whether a career intervention has actually worked. The indicators were found to be particularly useful for those in year 11, but had more limited use amongst the year 9 respondents in this sample. Practitioners highlighted that this may be due to the patterned nature of careers guidance provision in UK schools, with many careers programmes begin in earnest as students begin year 11, meaning younger students will often score poorly in the experiencing the future and talking about the future sections. The indicators may then be best marketed as a tool for assessing year 11 students overall preparedness.

Based on this and further question specific feedback the research team designed an updated set of questions with additional guidance and reweighted scores. Practitioner concerns about clarity have been analysed and responded to. The confirmed questionnaire and marking schedule will be made available to schools with uses of the resource monitored.

Appendix: Practitioner feedback

School one

School	School type	Practitioner	Student participants
The Costello School	11 – 18 mixed comprehensive	Claire Seddon – Assistant head	224 year 9 students 224 year 10 students

Practical usefulness

On the whole they are really useful. We do a careers questionnaire with our year 10 and 11's in September time. So it was a bit of duplication but it was really useful. I will now be able to see which young people need to a bit more attention based on these. It's interesting for us looking at how many people said they've had careers talks outside of school, and people in the same school have said zero and then some of them have said 5+. It let us know that maybe we are not explicit enough when we tell them what things (careers talks etc) are and how they can be used in the future. I think even in its current form it is definitely an efficient way of targeting those young people who are not doing anything to prepare for their futures, allowing us to target these young people a bit more effectively. I would definitely use it in the future.

Question 5 and 6a

Just in terms of marking, it's a little bit time consuming to mark. Because, unless you know with confidence that one particular job requires X and Y qualifications and the routes to achieving those, you can end up distorting marks. So unless they actually knew the job, like a lawyer or something, it can be quite difficult to mark and feedback on. It required a certain level of understanding from the person marking it. As a result this can't be easily given out to admin staff to mark. Which makes it a bit time consuming.

That being said, the insights that can be gathered from the responses are still relevant. They can tell us that either the kids haven't got the first idea if you want to be a marine biologist that you need to go and get a degree or they have a decent level of knowledge. It gives you as an advisor a good level of understanding about the young people's level of understanding.

And thankfully, most of them put something down!

Q13. Thinking about the jobs you might do in the future, do you think that your time at school has been useful?

When I followed up with a number of young people about why they had said 'no – school hasn't been useful' most said they meant that they hadn't done enough life skills and career development activities during school. For example, 'how to fill out a mortgage application' 'how to open a bank account' and that sort of thing. So perhaps this question could be clearer as to whether you are asking about school in general being a waste of time or the provision provided at school. I would suggest something along the lines of 'Has your school prepared you for life post-16' or something like that, in terms of skills they might have taught you.

New information/validation

For year 9s, because they haven't done anything like this before, it's given us some new information that is really useful for forward planning, both in terms of organising careers activities and targeting activities at young people

based on the interests they have put down. For our year 10s, who have completed a similar but not as comprehensive questionnaire before, it reaffirmed information we mostly already knew. I've had a look at the questionnaires we asked at the start and the results are largely similar. Which is a positive. Also, the talking about the future part – question 10 especially – these are things we haven't really tackled before and give us a bit of impetus to make sure the kids are getting the most out of these talks.

Does it work?

Yes I would say so. I had to create a similar questionnaire last year because there was such an information gap on the young people, which by my own admission was far from perfect. This one is much more useful, especially as the marking system has that evidence basis so you can prioritise these young people. Especially because we only have our careers advisor on one day a week, so only 5 kids a week can be seen. So in terms of prioritising them it's really useful.

Format

These things are always going to be a bit time consuming. So despite my earlier concerns it really is fine.

For us, an online version wouldn't be any more useful. It would mean going and booking a computer room, which can be quite difficult. So for us, the paper version is much more useful. In terms of marking, it may be easier, but you've still got to analyse the fill in questions such as 6, so it still would take a considerable amount of time.

School two

School	School type	Practitioner	Student participants
Addey & Stanhope School	11 – 18 mixed comprehensive	Jake Armstrong – Business and Computing Teacher. Work- Related Pathways Lead	30 year 10 students 30 year 11 students Mixed abilities

Practical use

I think it's very interesting and I am planning on using this as a baseline for the start of every year actually. Because I like the fact it's broken up into different sections so I can focus on pathways, so I can focus on careers, and number of encounters with employers. So it fits in with everything we're already doing, and fits with the Gatsby benchmarks really well.

I did this just in my business studies classes in year 10 and 11, but in September I'm going to get it in every single form in the school through tutor time and that will be every year group. I would use it at the start of every year. Then I would collate it and analyse it to see which group of kids need more intervention than others in terms of careers provision. I am one million percent interested in having this rolled out to my school after the piloting period. I think it was really good most of the questions were absolutely spot on, but some of the questions need tweaking.

Layout/structure

I think that's fine. I just went through the questions for about five minutes so the kids knew what the questions were asking.

Online/paper

I think any time an online version is available that would be useful. Just so I can collate the responses quickly and analyse them. Obviously questions 5 and 6 need a teacher to come in a check the pathways are correct. So if I could attach it to something like SurveyMonkey that would be really useful. I would send paper and online so that would suit every school. The downside with the paper is that admin staff or the careers advisor would have to come in and collate and input them into a spreadsheet by hand, which isn't really feasible for most schools.

Q3. What are your plans after year 11?

I don't know whether the purpose of the question was obviously to work out whether someone was leaving education or not. Whilst I thought this was useful I think further clarification needed to be put in about what full-time education is, or whether that was deliberate to ensure that students were aware of different pathways. Because obviously an apprenticeship is classed as full-time education, it needs to be made a bit clearer that those vocational pathways are included.

I think that's one thing I noticed on the whole, it's very much geared towards academic routes both in the question structure and the marking. I understand that a lot of it is based on academic research and that the promotion of apprenticeships in school are a recent phenomenon but these need to be reflected if it needs to be useful.

Obviously the leave full time education is important, because if they tick that then some work obviously needs to be done and there at risk of NEET.

Q4. Nearly everyone your age has some sort of idea of what they want to do in life. Is there a particular job or jobs which you would like to do when you leave education? [If no, go to Question 6a].

I have no idea what I want to in life and I'm 35. I think there's a wording change that needs to happen. Maybe if they have an idea of what they might ultimately do or later in life. Because if I was going to set a baseline and give this to year 8 students at the start of the year, I think that's quite a difficult question for them to answer. Because at 12 years old did we have any idea what we wanted to do?

Q6a. Which level of qualification do you plan on achieving?

Missing apprenticeships and traineeships because I don't think they necessarily fit in the same category as vocational pathways more work-based training.

Q6b. Thinking about the job you chose in Q5. How would you go about achieving it? (E.g. which qualifications, training programmes, subjects would be useful to you?).

Great, really liked this question. Really very specific. I think though that it does rely on the person filling out this questionnaire, they have to be absolutely on point on the different routes. There were a couple of responses yesterday where I thought "Hold on, is that really the qualification you need to get that job?"

I think it's potentially more useful to those above year 8. However, I think a real selling point would be that it has a degree of flexibility so it could be given to lots of different students. It's a great benchmarking tool, at the start of the year to identify those students that need monitoring and follow-up throughout school and those who have a clear idea, let's check him again at the end of year 9 and see if anything changed. It gives a really clear idea of the students you need to pay particular attention to. But it was just a bit geared towards the older kids. I genuinely think this could be used across the whole school, with statutory guidance stating that year 8-13 is who we need to be hitting.

Q7. When you leave full-time education is there anyone in your family or anyone else you know who can help you get a job?

Should be made more explicit whether the person would be helping get ANY job or one that is linked to the one picked in question 5. I think it's definitely still useful if the point of the question is to assess the social capital, this just needs to be made clearer in the guidance and marking.

Q10. Did you find these career talks from people outside of school very helpful?

Make it clear that helpful doesn't necessarily mean, yes I want to do that. Sometimes it can mean no I absolutely don't want to do that, that is still helpful. Maybe worth putting extra guidance as I had to clarify that with my students.

Q11. Since being in secondary school, how many times have you come into contact with employers/local business people through the school (e.g. careers sessions, work experience, CV workshops)?

Quite similar to question 9. Make it clear that this is different to question 9.

Q12. Have you ever had a paid part-time job?

Didn't understand relevance. Is that just about experience of the world of work? This question is only really applicable to certain older students, for the younger students it's very unlikely they would have had a part-time job. I just don't know whether this would be appropriate and obviously that would affect their score.

Q13. Thinking about the jobs you might do in the future, do you think that your time at school has been useful?

Needs to be made clear in the guidance that the question is related to school in general, rather than careers provision. If it relates to school in general it's a perfect question.

School three

School	School type	Practitioner	Student participants
Bullers Wood School	11 – 16 girls only 16 – 18 mixed comprehensive	Karen Kubbock – Careers and Enterprise co-ordinator / Learning support teacher	60 year 10 students 60 year 11 students Mixed abilities

Does it work?

The questionnaire and the mark scheme both seem to be giving reliable information, they are both relaying things about the young people that I know are true. That being said it did take me a while to get the hang of using the mark scheme, and I did find myself referring back to the scoring system a lot, which does make it very time consuming. In this case, I used the indicators on 110 students and that took me a long time to go through each one of those.

Moving forward, I would say it was informative and it did give me reliable insights as to what the young people are planning on doing in the future, or how much they'd thought about their future plans. As an unexpected outcome, it alerted me to the fact that the young people could not recall a careers activity they had done a few

months ago. As one of the questions asked 'how many careers talks have you had?' or something similar, a few of the girls marked it as zero. So maybe we need to do some more follow-up there.

It helped me identify the students that haven't got a clear idea of what they wanted to do or even thought about it, and therefore I could target them and some of the others with more speakers and more events so they have a clearer idea of what they wanted to do in the future. Of the four forms I used this on, I was able to make a list of girls that I now know have not got a clear idea about their future, or haven't spoken to anyone about their future. It may not be that they necessarily need to have a definite idea now because being uncertain at year 9 isn't necessarily a problem, but it's useful to know so we can begin having conversations or organising events and experiences with them. It certainly backed up information I knew about particular young people, the marks given and the feedback brackets below seemed to ring true. It meant if I was to use the toolkit all the time, I could have confidence that the information taken was trustworthy, and therefore I could target specific students with different advice, for that reason the different sections are useful. I also think it is relevant to all types of pupil. I used the toolkit on a sample of students of all ability levels.

However, I think the section on talking to teachers could be refined or altered. I appreciate its reliant on the research and literature, but with the introduction, or mass rollout, of careers advisors in schools I am not sure the questions reflects reality. Whilst it's true in some situations, teachers are not always confident in speaking about their careers especially if they only have experience of teaching. Therefore whilst the question and response may be useful in informing me if a teacher speaks openly about careers or invites questions in specific subjects like science, but most students won't have spoken to the teacher as it's not usual practice in most schools. I think the impacts are the same, but the person they speak to has changed. It should be more along the lines of 'have you spoken to teacher or school careers advisor?'

Would you use it in practice?

I thought it was really useful, now I've got the template and got the hang of using the mark scheme I will probably use it with my current set of year 9s. But its usefulness is certainly limited by how time consuming it is. Unless I could delegate it to other staff or have it in an online format I doubt I would be able to use it in a school wide sense because it takes up too much time.

I think the toolkit could really be useful as a before and after tool, a progress checker or gauge of sorts. If I gave my students the survey at the beginning of the school year before all the talks, and then at the beginning of the next school year to see how much they'd done in the first instance, then how prepared they felt and how their attitudes had changed on the back of that. The insights that can be gained do ring true, but it's the time consuming nature that's holding back its practical use.

I would use the toolkit to compliment one to one interviews. I wouldn't get rid them (one to one interviews) altogether in favour of this. I think the toolkit can used beforehand to advise the meetings but not replace them.

Format

I would also say, as I have done previously, that it can only be genuinely practical and useful in terms of its delivery if it is a digital online only tool. Because of the costs of printing, as well as the initial time taken to distribute then collect and mark the questionnaires it is simply not feasible because of the time taken. Most staff simply do not have the time to carry out all the administration surrounding it. If you could login to an online portal or survey site and check the results I think they certainly would use it, because the information that can be gained really is informative.

Aside from the initial problems with the careers talks question and the talking with teachers question the layout and structure are fine.

Q9. Have you ever had careers talks from people outside of school? If so, how many?

The questions relating to the number of careers talks needs to be made more specific. I know a few of my students had issue with working out what time period this was talking about. Did the question relate to the number of interventions in a year? Or was this related to careers events over the entire school career? This needs to be made clearer. I knew what the question was related to, but it's important for the young people to know. Because you don't want to prompt them beforehand, you want it to be a genuine reflection.

School four

School	School type	Practitioner	Student participants
Pimlico Academy (Future Academies)	11 – 18 mixed comprehensive	Lin Proctor – Raising Aspirations Director	80 year 11 students Mixed abilities

Did it provide reliable information?

I think the most useful section was 'Experiencing the future'. It gave me some information on the exact amount of careers provision these young people had experienced. The information was explicit in terms of events the young people thought they had experienced.

However, when I let the young people fill them out on their own the responses from certain questions can contradict each other. For example, a number of young people had said they hadn't come into contact with any employers, yet said they had attended 3 or 4 careers talks, which says to me that they didn't quite understand the questions. For it to be really useful a member of staff needs to be filling out the response with the young person, or at least giving explicit advice before they are filled out. I would use them before a one to one interview or intervention. We are planning on bringing in a logging system from next year, where young people would have the chance to log their experiences. I think once this is in place the young people would have these experiences at the front of their mind and allow the tool to be a bit more useful.

I think the year 9s may be a bit too young for this to be used on, as the year 11s struggled with certain questions. For example, a number of young people left question 6b 'Thinking about the job you chose in Q5. How would you go about achieving it? (E.g. which qualifications, training programmes, subjects would be useful to you?)' completely blank. This is quite hard for the young people to fill out. Some of them will have an idea, but it is very rare. Most of these young people would have received very little career advice up until year 11, so it wouldn't be a useful tool to pick out the ones who need more help in certain areas as the majority would need this advice.

Did it provide new information?

It was interesting, the responses were pretty much what I expected to hear. It certainly informed me about the events I would like to put on in general and build a programme around the responses of the young people. It also allowed me to understand the young people's future plans, and offer bespoke careers provision to match the aspirations of the young person.

I would like to know more about the skills the young people had, or thought they had. I understand that this may not be based in literature or wider research so it may not be possible to include.

I think the section on whether the young person found it helpful was particularly enlightening. For those younger students, often it takes real cognitive ability to sit down and think 'this is going to help me in my future in this way'. When thinking about Anthony's research on the importance of young people finding it helpful or useful, this particular bit of feedback is really important in understanding whether the intervention or activity is worthwhile and whether the young person really did enjoy the event.

Practical uses

Use this as a starting point, almost like a before and after gauge. At the beginning of the year then at the end after they have had careers provision, to really assess whether the events have changed their thinking and attitudes, and to show when a young person hasn't quite appreciated what the event can do for them so this can be reiterated.

I would use it as a starting point, to understand why a young person may feel like school hasn't been useful to them, for example. It could also be used to advise where a young person may need to re-think their subject choices. I had a girl who wanted to do a law degree but hadn't thought about her a-levels in that much detail, so I think there's definitely use there.

Format

I would include a fuller information section at the top. I would leave space for the young person to tell me which GCSEs and A-levels they are interested in, which subjects they are thinking about pursuing. This wouldn't have to be marked, I would use it instead to give a wider picture of the young person so I could then build on the provided feedback and offer more personalised advice for each section.

I also think it would be really helpful to include a 'Did you know?' part to each question. I would add in 'Did you know if you found the activity helpful it could give you X wage increase?' or something similar. I think it's really important not only for the teachers using it, but also for the students to appreciate why these things are worthwhile, and why they should sign up. I think if they saw the monetary figure it would really make both the student, and the teacher asking, think about careers guidance and provision a bit more.

Also I would slightly alter question 3, 'What are your plans after year 11?' Is it possible to have an option that includes apprenticeships and traineeships – and to mark that as much as full time education? Also, question 5 'If you do have a job in mind, what is it? (If you have more than one job in mind, please write the one you are most serious about pursuing.)' Given the rise in apprenticeships could we score for that?

School five

School	School type	Practitioner	Student participants
Chesham Grammar School	11 – 18 mixed Grammar	Susan Grice – PSHEE and Careers Coordinator	20 year 9 students 20 year 11 students Mixed abilities

Practical use

I initially found the scoring system quite confusing, there needs to be a bit of extra initial guidance or signposting before a school embarks on marking these questionnaires. Also, there were some questions that I simply wouldn't expect the year 9s to know, so their scores in general were quite low. But maybe that's the intention. The year 11 responses to certain sections gave me some useful insights. It's a tool with some provenance and based on rigorous evidence, therefore it would be useful in advising me about where I need to provide extra assistance or direct young people, it would certainly help me target my support a bit more if I had concrete evidence like this in the future.

It would be more reliable if there was someone to remind the young people about the events they had done, or to talk through the confusing questions with. The suggestion of using form tutors would require some thinking about – as we organise our tutor groups vertically. So all tutor groups have pupils from years 7 to 13 and I would have to brief over 60 staff on what the questions are looking for, how to interpret the possible answers to questions about what students have done in the past/employer engagements etc

Q4. Nearly everyone your age has some sort of idea of what they want to do in life. Is there a particular job or jobs which you would like to do when you leave education? 5 6

This section is particularly helpful in flagging up students that have given very little consideration to their future. It's helpful in screening young people and targeting them based on each question and understanding where they were at in terms of their career thinking. It allows me to put a plan in place for them.

Q6a. Which level of qualification do you plan on achieving?

The answer, 'after I have a post-graduate qualification' doesn't make sense and needs to be redrafted.

There also must be an apprenticeship option, given the current changes in apprenticeships and vocational routes.

Q8 – Q12

This part of the questionnaire things got very messy and quite confusing. It was much less useful

Q8. Have you ever talked to your teachers about what you plan to do next in terms of education?

This question is slightly confusing. Most of the young people would have spoken to other members of staff aside from their 'teachers' before, for example they would have had several meetings with their form tutor looking at their future education plans. This should be highlighted in the question to avoid confusion for young people. All options need to be covered so young people aren't missed.

Q9. Have you ever had careers talks from people outside of school? If so, how many?

This particular question was confusing for young people. The wording of the question itself needs redrafting, from the responses, I think many thought 'outside' referred to speaking to someone while not in school. Some of the Year 11 students who said they had had careers talks then reported that they not had any.

'Career talks' needs to be clearer what this means. For example, one of my year 9s said they had 5+ career talks but had only attended a speed networking day. Help is needed to clearly outline what these events are referred to here and how to count them.

Q11. Since being in secondary school, how many times have you come into contact with employers/local business people through the school (e.g. careers sessions, work experience, CV workshops)?

Little correlation, quite frequently these answers contradicted each other.

Overall thoughts

It would be very helpful to have lists of what possible activities are relevant to each question – eg where do Enterprise days fit if at all?

It could be useful for screening a whole year group. If the wrong answers could be avoided, then I could reliably identify the students to target support towards and this would be very helpful.

Questions need to be reworded for it to have all the usefulness you are looking for. It limits usefulness when it's not clear whether they have or haven't taken part in career activities and what these should be classified as. This

means that many young people came back with very low scores, and it's not helping me plan with confidence because I know some of the responses aren't correct or clear.

That being said, I do quite like the format. I would use it if these changes were made. I could see myself possibly using it quite a lot, as long as the directions for young people on how to answer the questions were clearer.

School six

School	School type	Practitioner	Student participants
Edgbarrow School	11 – 18 mixed Comprehensive	Susan Grice – Parent Governor – Edgbarrow Careers Department	20 year 9 students 20 year 11 students Mixed abilities

Practical use

As previously mentioned, having a paper based format for a survey is not a feasible option for us or we would suggest any school, due to the overhead, resource and review time that it would take. Even with an electronic response, the questions themselves on the survey did not guide the student to think or answer the questions in a standardised way, which would again skew the responses even if they were automated. It does seem that this type of survey seems to be being adopted by other organisations, it may be that this is a new direction guideline but we are a little confused on the main basis for this type of survey? Is this being driven by a government guideline or a market driver? Has there been much funding put into this and do you foresee this being something that will be based on funding being available to support it?

The results did actually confirm some key points which we are already aware of - namely that those students who are high on the academic ladder are fully aware of their options and where they need to focus to meet their needs, with those who are not high on the academic ladder having less understanding. In fact, we are fully appreciative of the fact that students who need the most assistance in these matters such as SEND students will already get a substantial amount of support, funding etc. anyway, so the survey would only confirm this even though we would already be aware of it. The key element here is that those who would struggle to complete the survey or have limited understanding of their career aspirations are the middle tier - namely the "Average" student who in our view are the ones that will get the least support, funding or advice and they are the largest proportion of a year group.

So to bullet point our thinking:

- Paper based surveys are not acceptable due to the amount of resource they require*
- Automated surveys are better but still require intervention from the school which again would be limited*
- Surveys that are not clear and do not fully guide standardised results will result in random answers*
- To be totally honest in a time of limited resources and key priorities we do not feel that a survey like this would add value for us: it is unlikely to conclude anything different to what we would already have identified. This type of survey would only be suitable for a school who could work side by side with a student and then it would also require a large amount of review and tracking to ensure it was used and acted upon*
- There are too many resources in the marketplace that confuse or require too much people intervention and management, which will not be acceptable for any educational establishment to manage*

- *Complexity is not the answer - students need clear, precise guidance and an easy route to understand how to apply their skills and attributes to the workplace.*
- *We know that the "Average" student is where our largest gap really is - we need to plug that gap with a more constructive, prescriptive and guided solution that speaks their language through an automated route. Watch this space.....*

I hope you find this as honest and frank as possible, not to dampen its benefits but really to highlight that schools cannot take on more workload and are having to look at how they can be more productive and automated about supporting students with their careers advice and guidance. Edgbarrow are already one step ahead of many other schools in their field and we are confident that the work we are now doing in forging partnerships with business, will enable us to demonstrate innovation in a constructive and positive way.