

Guide to use the Toolkit

INTRODUCTION

This new tool is designed to help careers professionals and other school staff **identify and prioritise pupils (of all attainment levels) who require greater levels of careers provision** as they approach key decision making points.

Using robust research we have identified certain attitudes and experiences (we call them 'indicators') 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.

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 (for example, socio-economic background, geographical area, attainment levels) to identify which factors which make a difference to economic outcomes (earnings and employment) in later life.

Based on these 'indicators' the research team devised a short questionnaire of 13 questions split between four sections; **1.** Thinking about the future, **2.** Talking about the future, **3.** Experiencing the future, **4.** Thinking about school.

HOW SHOULD YOU SCORE THE QUESTIONNAIRE?

Based on these '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%.

Breaking the scoring down into sections is designed for 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. For the detail of the scores for each section please refer to the scoring sheet.

THREE USEFUL TIPS FOR SCORING THE QUESTIONNAIRE

In section one, 'Thinking about the future' a number of questions are open ended write-in questions and as a result require a level of interpretation from the marker. These useful tips provide further guidance on scoring the responses to the following write in questions.

TIP 1: Question 5.

If a young person selects a job which requires a degree or degree level equivalent they should be awarded a score of 5.

TIP 2: Question 5 and 6a/b.

Use question 5 and 6a/b to understand if a young person's educational expectations and career aspirations are (mis)aligned. For example, if a student states they want to be a lawyer in Q5, but in Q6a/b note they will leave education after A-levels and in art, history and drama their aspiration will be misaligned with the qualifications they are planning on achieving. Therefore they will score 0 and will likely need further follow up.

TIP 3: Question 6b.

Question 6b does not have a separate score. Please sense check the answers to 5 and 6a. For example, a young person may be choosing to leave education but they are instead going onto a higher apprenticeship. This shows that they have thought about their career ambition and the practical measures they are planning to take to achieve this.

In the pages that follow a number of example responses have been provided for each section to demonstrate the answers that may be expected from young people responding to the questionnaire. The examples give guidance on the corresponding scores that should be awarded and the rationale behind awarding those scores.

'1. Thinking about the Future'. Example responses.

Example 1

Question	Example response	Score	Explanation
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?	"Yes"	5	This student has thought in a broad sense about what they want to do when they leave school.
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)	"I want to be an engineer"	3	The job outlined by this student requires a degree or degree level equivalent.
Q6a. Which level of qualification do you plan on achieving?	"After I have a degree"	3	This student has researched their ideal job (as mentioned in question 5) in great detail, they are aware of the qualifications needed to achieve it and plan on getting those qualifications.
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?)	"I am planning on going to college to study A-Level Maths, science and physics as you need these A-levels to get onto a mechanical engineering university course"	N/A	
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?	"No"	0	
SECTION SCORE		11	

Feedback: This student appears to have done extensive research, thinking and planning about their future. They would not be a priority for follow-up.

Example 2

Question	Example response	Score	Explanation
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?	"No"	0	This student has not thought about what they want to do when they leave school.
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)	N/A	0	This student has no concrete career ambition or plan.
Q6a. Which level of qualification do you plan on achieving?	"After I get my GCSEs"	0	Not applicable as this student has not identified a particular job (question 5) they would like to do in the future.
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?)	N/A		
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"	1	This student knows a family member or other contact that can help them get a job.
SECTION SCORE		1	

Feedback: This student does not appear to have thought about their future. They are a priority for follow-up

Example 3

Question	Example response	Score	Explanation
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?	"Yes"	5	This student has thought in a broad sense about what they want to do when they leave school.
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)	"I want to be a lawyer"	0	The job outlined by this student typically requires a degree or degree level equivalent.
Q6a. Which level of qualification do you plan on achieving?	"After I get my A-Levels"	0	The student has a career ambition in mind (question 5), but it requires higher or further qualifications than they are planning on achieving.
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?)	"I think I'll go to college and do a few a-levels in graphics, drama and English"		
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?	"No"	0	
SECTION SCORE		13	

Feedback: This student has given some thought to their future career ambitions, but could benefit from further research and planning to ensure they are aware of the routes they may wish to follow to achieve their chosen career.

'2. Talking about the Future'. Example responses.

Example 1

Question	Example response	Score	Explanation
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	This student has talked to their teacher or careers advisor about what they plan to do after education.
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	This student has attended 5 or more careers talks with people outside of school
Q10. Did you find these careers talks from people outside of school very helpful?	"Yes"	3	This student found the talks very helpful
SECTION SCORE		13	

Feedback: This student has had extensive contact with teachers and professionals speakers from outside of school. They found the talks very helpful when thinking about their career. They require little follow-up.

Example 2

Question	Example response	Score	Explanation
Q8. Have you ever talked to your subject teachers or other teaching staff about what you plan to do next in terms of education?	"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?	"3 – 4 career talks"	3	This student has attended 3 or 4 careers talks.
Q10. Did you find these careers talks from people outside of school very helpful?	"No"	0	However, they did not find them helpful.
SECTION SCORE		3	

Feedback: Positively this student has attended a number of career talks, however their effectiveness is limited as the student did not find them very helpful. More investigation needed as to why they felt the talks were unhelpful. They are likely to need to take part in more careers talks in the future.

'3. Experiencing the Future'. Example responses.

Example 1

Question	Example response	Score	Explanation
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	This student has talked to their teacher or careers advisor about what they plan to do after education.
Q12. Have you ever had a paid part-time job?	"Yes"	3	This student has had a long term paid part time job
SECTION SCORE		8	

Feedback: This student has had extensive experience of the working world, they have had the chance to speak to employers.

Example 2

Question	Example response	Score	Explanation
Q11. Since being in secondary school, how many times have you come into contact with employers/local business people through the school?	"Never"	0	This student has talked to their teacher or careers advisor about what they plan to do after education.
Q12. Have you ever had a paid part-time job?	"No"	3	This student has had a long term paid part time job
SECTION SCORE		0	

Feedback: This student has had some experience of the working world, but could benefit from having more contact with employers.

'4. Thinking about school'. Example responses.

Example 1

Question	Example response	Score	Explanation
Q13. Thinking about the jobs you might do in the future, do you think that your time at school has been useful?	"No, it has been largely a waste of time"	0	No, it is has been largely a waste of time
SECTION SCORE		0	

Feedback: More needs to be done to ensure that the student understands the ways in which education is of value to future employment.