

'1. THINKING ABOUT THE FUTURE' SCORE INTERPRETER

| Theme | Question | Answer | Score |
|--|---|--|-------|
| <p>1. 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 |

| Section score | Suggested guidance |
|---------------|---|
| 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. |

'2. TALKING ABOUT THE FUTURE' SCORE INTERPRETER

| Theme | Question | Answer | Score |
|---|--|--------------------|-------|
| 2. 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 | |

| Section score | Suggested guidance |
|---------------|---|
| 0-4 | Student is a priority for further attention: student requires greater support in discussing future careers |
| 5-9 | 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. |

'3. EXPERIENCING THE FUTURE' SCORE INTERPRETER

| Theme | Question | Answer | Score |
|--|---|---------------------|-------|
| 3. 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 |

| Section score | Suggested guidance |
|---------------|--|
| 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. |

'3. THINKING ABOUT SCHOOL' SCORE INTERPRETER

| Theme | Question | Answer | Score |
|---|---|---|-------|
| <p>4. 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> | Yes, it has been useful. | 5 |
| | | No, it has been largely a waste of time | 0 |
| | | I'm not sure | 0 |