

How to make the most of careers events with employers

Evidence review for the Careers and Enterprise Company report. *What works? The evidence on careers events with employers.* Technical report

By Jordan Rehill, Elnaz T. Kashefpakdel and Anthony Mann

This report was commissioned by:



About Education and Employers

www.educationandemployers.org

Education and Employers is a UK charity created in 2009 to ensure that every state school and college has an effective partnership with employers to support young people. As well as undertaking research into the impact and delivery of employer engagement in education, the charity manages innovative programmes to enable schools and colleges to connect efficiently and effectively with employers including www.inspiringthefuture.org. The charity works in close partnership with the leading national bodies representing education leaders, teaching staff and employers/employees.

Research into employer engagement in education

As well as publishing new research, Education and Employers provides a free online resource making easily available high quality materials investigating the impact and delivery of employer engagement in education. Resources include a library of relevant articles and reports, many of which have been summarised to pick out key findings, papers and videos from the Taskforce research conferences and free London seminar series as well as Taskforce publications and a regular e-bulletin of relevant research announcements: www.educationandemployers.org/research-main.

To keep updated on the work of the Education and Employers research team and for news of international developments related to research into employer engagement in education, follow the team on twitter: @Edu_EResearch.

About the authors

Jordan Rehill is Research Assistant at the Education and Employers. He graduated from the University of Manchester with a BA (Hons) degree in Modern History and Politics, focusing particularly on issues of youth homelessness. Prior to joining Education and Employers he worked for the youth violence charity Redthread, where he assisted in research on trends in youth violence and gang-related violence in central London. He has co-authored recent projects on employer engagement in education with Elnaz T. Kashefpakdel and Anthony Mann including *Contemporary Transitions: Young Britons reflect on life after secondary school and college* and *How to make the most of careers events with employers*.

Dr Elnaz T. Kashefpakdel is Head of Research at the Education and Employers. She is a trained quantitative analyst, completed her PhD from the University of Bath for a study on higher education policy. Elnaz has co-authored many works on employer engagement in education and school to work transitions including "Career Education that works: an economic analysis using the British Cohort Study" in the Journal of Education and Work. She has presented at international conferences and showcased her research at government departments including DfE and BIS. Her research is referenced in government documents such as Industrial Strategy and career education policy briefings. Her work was also endorsed in national publications such as Engineering UK annual report 2017 and public media including BBC Education and TES.

Dr Anthony Mann is Director of Policy and Research at the Education and Employers. He is the author or co-author of more than thirty publications on employer engagement in education. Joining the Taskforce at its creation, he has led its research function, chairing the Taskforce's annual international research conference

and publishing extensively on themes surrounding employer engagement in education, including (with Julian Stanley and Louise Archer), the first collection of research essays on the subject: *Understanding Employer Engagement in Education* (Routledge, 2014).

For more information about this report, contact: Jordan.Rehill@educationandemployers.org, Education and Employers Research, Quantum House, 22-24 Red Lion Court, Fleet Street, London, EC4A 3EB.

Summary

This report, published with the kind support of the Careers and Enterprise Company, presents the evidence on the operation and impact of careers events held in UK schools and colleges which underpinned the 2017 guidance document *What works? The evidence on careers events*.¹

The report presents the evidence on the operation and impact of careers events held in UK schools and colleges. Literature and new data were gathered and analysed to understand the potential impacts and optimal delivery of three related types of careers events aimed at supporting the career decision-making of young people: careers talks, careers carousels and careers fairs.

There are a number of high quality studies that provide evidence of improved employment outcomes for young people taking part in careers events, both in terms of wage premiums and reduced incidence of NEET (Not in Education Employment or Training). Existing UK literature suggests that careers events are ‘consistently effective’ or a level 4 according to the Early Intervention Foundation evidence scale. Several high-quality studies exist demonstrating positive outcomes experienced by career event participants. However, it must be noted that the literature remains very limited on the comparative value of each type of these events. More comprehensive research is needed on the value of different types of career events to students of different age, attainment level and socio-economic background.

The wider literature, as well as evidence from student survey and practitioner survey carried out for this review, suggests that participation in careers events with employers can also have positive impacts on the decision making, employability skills and educational engagement for the young people taking part. Of the three most common forms of careers event, it is the careers carousel which appears to be most often effective in supporting students.

Different types of school and college events

Literature and new data was gathered and analysed to understand the potential impacts of three related types of careers events aimed at supporting the career decision-making of young people:

- **Careers talks:** Career talks give pupils insights into a career by having an employee volunteer talk them through their own career and education pathway, as well as the job they do. They could be in an assembly, in a careers class, or to a small group of students interested in particular careers.
- **Careers carousels/Speed networking events:** These events involve a range of volunteers coming together to speak with groups of young people about their jobs. The aim is to introduce young people to a wide range of jobs that are available to them, broadening their horizons and encouraging them to aim high. In a career carousel, a young person will speak individually or in small groups to employee volunteers for a short period of time (commonly 5-15 minutes) about their job/career. At the end of the period, they will move on to a further employee volunteer, circulating a number of different volunteers over the duration of the event.

¹ Rehill, J., Kashefpakdel, E.T., and Mann, A. (2017). *What works? The evidence on careers events* London: The Careers and Enterprise Company

- **Careers or Job fairs:** This usually takes the form of a careers marketplace where 10 or more employers, universities or training providers sit in a large space often at tables (with names and job titles and perhaps other materials related to their work areas displayed) and students simply walk round to talk to them about the job they do, the education and training routes they took and ask for advice on working in that sector or job or progression route. Some schools will manage events to guide the interaction of young people with employee volunteers, others will leave it for the young people to decide for themselves with which volunteers to engage.

The main questions addressed in the study included:

- What impacts can be expected from career events in terms of the educational and employment outcomes of young people?
- Can impact be expected to vary by pupil type (achievement level, occupational ambition, age, gender)?
- What benefits can be expected from different formats of engagement (careers fairs, careers talks, careers carousels) and how can event design optimise beneficial outcomes?

This review was designed to identify evidence within the literature to inform the optimal design of events so the best outcomes can be achieved for the young people taking part.

Methodology

This report sets out evidence from five different sources:

- *Literature review.* Academic literature relevant to the delivery and impact of careers events (that is careers talks, careers fairs, careers carousels) was considered. The review sought research from the UK published in the English language since 2000, directly linked to school and college provision (that is all types of schools and colleges ranging from primary education to upper secondary education or equivalent) focussing on young people of all types and ages— in England Key Stage 2 (7–11- year-olds), KS3 (11–14), KS4 (14–16), and KS5 (16–19). Studies were excluded if they focused on training or post-18 education (including higher education).
- *Quantitative data.* New analysis of data from a 2011 survey of 1,788 young people aged 19-24 recalling their school days. The respondents were asked about their experiences of employer engagement while they were at school pre-16 and at 16-19.
- *Pupil perspectives.* Results from a survey of 256 12-18 year old pupils from six schools in England investigating their experiences in attending careers events. The survey asked specific questions around the design of the event and explored how the young person's skills and attitudes may have been changed as a result of participating.
- *Teacher and employee perspectives.* Testimonies from teachers and employee volunteers who took part in events at four of the six schools referenced above. Teachers and employees were interviewed to provide experienced insights into the efficacy, design or outcomes of careers events.
- *Practitioner survey.* Results from a survey of 38 careers practitioners. This survey took the insights for best practice found in the literature, student surveys and teacher and employer testimonies and presented these to practitioners for validation.

The research team is hugely grateful to all those practitioners, employers and young people who shared their perspectives within this study.

Conclusions

This review of the evidence has found:

Need

As modern school-to-work transitions have become increasingly complex the need for adequate careers provision has become more vital. Technological and workplace organisation change has meant that investment choices (what and where to study and the value of qualifications and experience) have become much more difficult. In response, wider research and governmental guidelines have advocated involving employers in careers provision to provide students with a greater opportunity to understand the current labour market and the world of work.

Evidence base

Existing UK literature has proven to be limited. A small number of studies make use of robust methodologies to demonstrate that careers events have successfully supported young people's education, economic or employment outcomes. However, it must be noted that the literature remains very limited on the comparative value of each of these events. More comprehensive research is needed on the value of each event to students of different age, attainment level and socio-economic background.

Impacts on young people

There are a small number of high quality studies that provide evidence of improved employment outcomes for young people taking part in these events, both in terms of wage premiums and reduced incidence of NEET (Not in Education Employment or Training). The wider literature, as well as evidence from student survey and practitioner survey carried out for this review, suggests that participation in careers events with employers can also have positive impacts on the decision making, employability skills and educational engagement for the young people taking part.

Insights for practice

The evidence included in this review helps provide a range of helpful insights for practice.

Volume

The more interactions a young person has with people from the world of work through careers events, the better.

Authenticity

It is important that the people providing information to pupils about jobs and careers can draw on personal, first-hand experience of the same professions.

Relevance

Pupil perceptions of the helpfulness of careers events are related to better outcomes in later life.

Preparation

Positive impacts can be expected to be optimised when young people are well prepared for careers events and undertake follow up activities after the activity.

Event selection

Young people can be expected to respond to the different formats of careers events in different ways and practitioners are advised to reflect on pupil characteristics and objectives prior to determining event design.

1. Literature review

The review sought out research literature of relevance to the delivery and impact of each of the three types of careers event. The review used a number of explicit methods to determine how studies were included and excluded based on a pre-designed set of criteria. The review was undertaken with the aim of identifying literature which provides reliable insights of value to practitioners, policy makers and researchers in the UK from the year 2000 onwards. The review examined the evidence of careers events from a wide range of studies using qualitative and quantitative designs.

The review was designed to identify evidence within the literature to inform the optimal design of events.

Search strategy

A systematic review methodology was applied to source literature from relevant studies. This included:

- setting review parameters—refining the review question, defining keywords, and developing the search strategy;
- searching—the systematic identification of potentially relevant evidence using a keyword strategy;
- screening—the application of pre-determined criteria to report titles, abstracts, and full texts derived from the review questions;
- data-extraction—an in-depth examination, quality assessment, and extraction of evidence; and
- synthesis and reporting—the analysis and identification of key findings.

The research team used the evidence databases ERIC, Google Scholar and JSTOR which allow sophisticated searching across a wide range of thematic databases. The review also considered literature previously identified in studies by Education and Employers for the CFBT, Careers and Enterprise Company and Edge.

Inclusion and exclusion criteria

Once the initial search strategy had been carried out, relevant studies were identified from abstracts (and, for some papers, from reading the full pieces), applying the following criteria:

- research that has been published in the English language since 2000; only studies from the UK;
- research that examines the efficacy, design or outcomes of careers events (that is career talks, career/job fairs, career carousels)
- research that is directly linked to school and college provision (that is all types of schools and colleges ranging from primary education to upper secondary education or equivalent); and
- research that focuses on young people of all types and ages— in England Key Stage 2 (7–11- year-olds), KS 3 (11–14), KS 4 (14–16), and KS 5 (16–19).

Studies were excluded if they:

- focused on training or post-18 education (including higher education)

The following table contains the keyword search terms used in the literature search strategy:

| Location | Time Period | Sample | Inputs |
|----------|--------------|-----------|------------------|
| UK | 2000 onwards | Secondary | Careers talk |
| | | Teenage | Careers event |
| | | | Careers carousel |
| | | | Careers fair |
| | | | Job fair |
| | | | Speed networking |

The review identified fifteen pieces of literature.

Abstracts

Bennett, J., Lubben, F., & Hampden-Thompson, G. (2013). Schools that make a difference to post-compulsory uptake of physical science subjects: Some comparative case studies in England. *International Journal of Science Education*, 35 (4), 663-689.

This paper presents the findings of the qualitative component of a combined methods research study that explored a range of individual and school factors that influence the uptake of chemistry and physics in post-compulsory study in England. The first phase involved using the National Pupil Database to provide a sampling frame to identify four matched pairs of high-uptake and low-uptake schools by salient school factors. Case studies of these eight schools indicate that students employ selection strategies related to their career aspirations, their sense of identity and tactics, and their prior experience. Extra-curricular career provision also proved to be an important difference. Schools with highest STEM uptake made considerable efforts to allow students to interact with the world of work. For example, students participated in science weeks, organised medical and engineering societies which invited speakers for lunch meetings, and participated in career days at the school with carousel interviews with a multitude of representatives (some parents) from the world of work. The low-uptake schools were characterised by a markedly less proactive approach to bringing the world of work into the school. Student interviews confirmed that these extra-curricular career promotion activities influenced students' ideas about their future including a possible future career and thus affect the uptake of chemistry/physics.

Deloitte (2010). *Helping young people succeed: how employers can support careers education*. London: Education and Employers Taskforce.

This report is based on 100 interviews with people from a broad cross-section of organisations working with employer engagement: teachers, leaders, students, Education Business Partnership Organisations (EBPOs), employers, employer organisations and professional associations. On-line surveys were carried out with 500 young people (clustered round years 9-11), staff from 81 primary and secondary schools and 44 employers spread over the UK (the majority of respondents being senior-level staff or board members). This report focusses on careers education, information, advice and guidance for those up to the age of 19 and the role employers have in this. The study finds that of the 333 young people in the survey 42% said they had no contact with employers in the last two years and 40% only recalled a few (1 – 4) being involved in their lessons. The report also finds that increased employer exposure appears to have a marked effect on how young people feel about their future, and how they think about areas important to employers such as the skills required to succeed in the workplace.

Huddlestone, P., Mann, A., & Dawkins, J. (2012). *Employer engagement in English independent schools*. London: Education and Employers Taskforce.

This report by reviews the engagement of English independent schools (and high performing independent schools in particular) with employers to support the learning and progression of pupils. The report draws upon structured interviews with 15 staff in six different schools, analysis of data from a survey of 987 young adults (aged 19-24) which provided evidence on the extent to which employer engagement practices identified in high performing schools are typical of the sector, and desk-research to identify the extent of employer engagement in 20 high performing independent schools. Three key questions were asked, to what extent to they engage with employers, why do they do it, and how they go about it. In addition, a comparison of the impact of activity on pupils in both state and independent schools was undertaken. They find that the use of visiting speakers appears to be more prevalent in the independent sector than in the maintained sector based on this sample, although within the maintained sector 'classroom visitors' who provide specific subject input may not always be regarded as 'visiting speakers'.

Hutchinson, J. and Dickinson, B. (2014). 'Employers and schools: How Mansfield is building a world of work approach' *Local Economy* 29, 257 – 266.

This article describes a partnership approach developed in Mansfield where a consortium of local schools worked with the business community and public sector organisations. The authors offer a 'learner voice' on what young people want, and what they get from employer led activities. Survey findings demonstrate that most young people would most value the advice of someone who works in a job or career of interest to them. 61% said they would most value the advice of someone who works in that job or career – a higher proportion than those who would value advice from any other source (including parents). These findings go some way in understand why it is that these interactions have such impact, it appears that that they offer a certain authenticity which young people appreciate in comparison to other sources.

Ipsos MORI (2009). *Young people's omnibus 2009 – wave 15. A research study on work-related learning among 11–16 year olds on behalf of the Qualifications and Curriculum Authority. January - April 2009*. Coventry: Qualifications and Curriculum Authority

This report presents findings from the 2009 Young People Omnibus Survey of secondary school pupils, carried out by the Ipsos MORI Social Research Institute on behalf of the Qualifications and Curriculum Authority (QCA). The overall aim of this study was to gather information regarding how well schools are preparing young people for their future and their working life in particular. The survey set out to cover the following key issues: what kinds of work-relating learning pupils are receiving in school; how helpful [the pupils] perceive different types of work-related learning to be; who should be taught about jobs and working life at school; and what young people would most like to be doing at age 19. This research follows earlier studies conducted in 2007 and 2004. The report offers data on the provision and demand of careers events for 1,779 11 to 16 year olds. The data shows that 72% of these young people would find listening to or speaking with a visitor from business helpful in thinking about their future plans, yet only 43% of those surveyed had actually taken part in the activity.

Kashefpakdel, E. T., & Percy, C. (2016). 'Career education that works: An economic analysis using the British Cohort Study.' *Journal of Education and Work* <http://dx.doi.org/10.1080/13639080.2016.1177636>

The report uses answers from several surveys in the dataset, the British Cohort Study, to compare how someone's self-reported wage at age 26 (i.e. 1996) relates to the number and type of careers talks with people from outside of school they participated in at age 14-16 (i.e. the mid 1980s, when there was great variation in such provision). The study is careful only to compare like for like, focusing just on those in full-time

employment as adults. Specifically, controls ensure that the analysis only compares people who have broadly similar academic achievements (drawing test at age five, maths scores at age 16, and highest qualification at age 26), social backgrounds (mother's socio-economic status), early home learning environment (based on the TV watched at age 10), gender, and how hard it might be to get a job in their area (local economic activity rate). Results revealed that, on average, for each career talk with someone from outside of the school experienced at age 14-15 young people benefited from a 0.8% wage premium when they were 26. These findings are statistically significant at 5%, meaning that there is a 95% certainty this correlation did not occur by chance. This relationship was not found for those aged 15-16, which implies that career talks had a greater value for the younger cohort. Analysis also found a statistically significant relationship between student perceptions of the career talks that they experienced and later earnings. Students who found career talks to be 'very helpful' at age 14-15 were compared with those who found careers talks 'not at all helpful/not very helpful'. Findings demonstrated that for students aged 14-15 who found career talks 'very helpful' witnessed a 1.6% increase in later earnings per career talk they attended. This also proved significant for young people aged 15-16; with a smaller affect size, they benefited from a 0.9% earnings boost. Students who deemed talks to be 'very helpful' had on average experienced more career talks (typically 3.4) in comparison to young people who found career talks unhelpful (typically 2.2). The results demonstrate a clear association between the number of career talks attended by young people and their relative earnings at age 26.

Mann, A., and Kashefpakdel, E.T. (2014). 'The views of young Britons (aged 19–24) on their teenage experiences of school-mediated employer engagement' in Mann, A., Stanley, J. and Archer, L. eds. *Understanding Employer Engagement in Education: Theories and Evidence*. London: Routledge, 143-162.

This chapter presents the findings from a survey of young British adults who were invited to look back on the experiences of employer engagement (including careers talks with employers) they received during their secondary schooling. Whereas a number of surveys record the extent to which pupils still in the education system had participated in employer engagement activities at the point of questioning (QCA 2004, 2007; QCDA 2009; YouGov 2010), this study presents a rare perspective on the attitudes of young adults after they had completed their secondary education. Importantly, the paper investigates whether those young people who experienced these interactions with employers believed, in later life, that these interactions had enhanced their school to work transitions. In particular, respondents were asked whether employer engagement experiences were useful to them in relation to three kinds of outcome: getting a job after education; deciding on a career; and, getting into higher education. The study also offers a segmentation of the data by age (at which activity was undertaken), highest qualification level achieved, school type attended, and volume of activities recalled.

Mann, A. Kashefpakdel, E.T, Rehill, J. and Huddleston, P. (2017). *Contemporary Transitions Young Britons reflect on life after secondary school and college*. London: Education and Employers.

This report, sets out findings from a survey of 1,744 young British adults aged 19-24. The survey investigates the experiences of respondents as they engage in transitions which take them from education towards the working world. The focus of the report is on work-related activities commonly undertaken by schools and colleges to help prepare them for such transitions, relating specifically to employer engagement in education. The report sets out the recollections of these young adults on actions taken by educational institutions to prepare them for the working world; their perceptions of the quality of their experiences; where they feel greater preparation would have been valued; and, using statistical regression analysis, what it was that schools and colleges did which actually helped with those transitions. Analysis of the survey data found that respondents who recalled experiencing a career talk at age 14-16 were 81% less likely to be NEET than their peers who took part in the activity, whilst at 16-19 this remains at 78%.

Mann, A. & Caplin, S. (2012) *Closing the gap: how employers can change the way young people see apprenticeships*. London: Education and Employers Taskforce & PricewaterhouseCoopers.

This thinkpiece by the Education and Employers Taskforce and PriceWaterhouseCoopers explores young people's views of apprenticeships, and the practical steps employers can take to help them to gain a more informed understanding of them. The report includes survey information provided by B-live in 2012, the authors note that school-mediated workplace contacts are perceived to be of most use to young people when thinking about their career choices. They find that young people are particularly respectful of, and attentive to, working people they come into contact with. They see them as being able to provide honest, reliable information, prompting them to think more widely about career aspirations. The data shows that 57% of respondents found that school-mediated workplace contacts (meeting an employer, attending a careers fair, work experience) very useful in influencing their career choices. A higher percentage than parents or other relatives (51%) and public information (34%).

Mann, A. and Dawkins, J. (2014). *Employer engagement in education*. London: Education and Employers Taskforce

The purpose of the paper is to unwrap and disaggregate what happens when a young person in a learning environment comes into contact with the working world. The paper considers the range of common employer engagement activities (work experience, job shadowing, career talks, workplace visits, enterprise projects etc) and asks what can each be expected, typically, to give to participating young person in terms of employability skills, attainment and employment outcomes, and changes in insights and attitudes. Moreover, it explores whether different types of young people, as defined by attainment levels, learning difficulties and engagement patterns, can be expected to gain particularly from different types of activity. This paper presents a review of research literature relevant to typical employer engagement activities and the primary outcomes (attainment and employment) considered review literature on employer engagement in general and careers events in particular in order to make sense of delivery and impact in light of conceptual understandings of employer engagement and available evidence on impact.

Mann, A. and Dawkins, J. (2014). *Teacher and pupil voices on employer engagement: Insights from three focus groups and semi-structured interviews with five English secondary schools (2011-12)*. London: Education and Employers Taskforce

This report sets out insights from three focus groups and five semi-structured interviews undertaken by the Education and Employer Engagement research team between 2011 and 2012. The report captures the views of secondary school leaders and classroom teachers, and young people between the ages of 14 and 16, on employer engagement in education, its different forms, and expected impacts. It offers qualitative insights from experienced practitioners on the efficacy of certain employer led careers activities, looking specifically at what different events can offer young people to ease their school to work transitions.

Mann, A. Dawkins, J. and McKeown, R. 2016. *Towards an employer engagement toolkit: British teachers' perspectives on the comparative efficacy of work-related learning activities*. London: Education and Employers.

This study explores the perceptions of 390 UK secondary school staff about the value of 16 different work-related and employer engagement activities which are commonly undertaken by pupils between the ages 12 to 16 and explicitly investigates what schools staff think about the impact of those activities in terms of pupil employability skills, attainment and progression. The methodology used to explore these questions is unusual. It effectively crowd sources the informed perspectives of hundreds of secondary school staff. The study

presented respondents with a list of sixteen common activities, including careers talks and careers fairs, identified those which they are familiar and secured their views about the comparative value of such activities in achieving ten different objectives and with five different types of young people by ability levels. Respondents were asked, therefore, for their perspectives only on activities which took place in their schools.

Moote, J., & Archer, L. (2017). 'Failing to deliver? Exploring the current status of career education provision in England.' *Research Papers in Education* <http://dx.doi.org/10.1080/02671522.2016.1271005>

In this paper, the authors investigate students' views on careers education provision and their satisfaction with this provision. The work draws on data collected via a national survey of over 13,000 Year 11 students aged 15/16 years and in-depth longitudinal interviews conducted with 70 students from this cohort (aged from 10 to 16 years). The findings show that there is clear student demand for 'more and better' careers education and we conclude that some schools may not be meeting the statutory requirement to provide impartial careers support for all students. Within the interview sample, 30 students also mentioned having careers talks, events and fairs at school. This larger group events often involved a year-group session where an individual would come in and speak to the students about a particular job (as both an organised assembly or as part of a timetabled PSHE careers session), or took the form of a careers fairs with booths available for students to speak with professionals. Students voiced concern that the support was not personalised and hence lacked relevance for them personally. Other students mentioned the unhelpful nature of these large group sessions, and expressed a desire for more tailored, one-to-one support.

Percy, C., Mann, A. (2014) 'School-mediated employer engagement and labour market outcomes for young adults: Wage premia, NEET outcomes and career confidence' in Mann, A., Stanley, J. and Archer, L. eds. *Understanding Employer Engagement in Education: Theories and Evidence*. London: Routledge, 205-220.

This chapter draws on survey evidence of young British adults to investigate correlations between the extent of teenage school-mediated workplace exposure and later earnings and employment outcomes. Their study considers careers advice as one of four co-curricular activities that also includes work experience, business mentoring and enterprise education. While their final analysis does not distinguish between these activities, the outcomes are so striking that it warrants inclusion. After applying controls for background characteristics such as age, school type, geographical location the authors find that those who have greater levels of contact with employers through school or college have 1.0 – 1-7% better odds of being in education employment or training and, if in full time employment, will be earning 10-25% more on average.

YouGov. (2010). *Edge annual programme of stakeholder surveys: report*. London: Edge Foundation.

This report uses survey data conducted by YouGov between September and October 2009. The report offers insights on the demand for engagement activities from young people and teachers, analysing which specific activities young people had taken part in and where they think more provision is necessary. Of the 1,012 teachers surveyed, most were likely to think there was insufficient employer engagement in their school and this situation has not improved since last year. Sixty-nine per cent thought there was too little and only 32 per cent that there was the right amount; very few thought there was too much. Whilst of the 1,710 Key Stage 4 and above young people, most (65 per cent) had taken part in work experience, but many other activities had very low participation. Young people were likely on balance to say they want or would have wanted more engagement activities; around half the sample felt that more of most types of activity would be beneficial

2. Quantitative analysis

The following section contains the findings from new analysis of a 2011 survey of 1,788 young people aged 19-24 recalling their school days. The respondents were asked about their experiences of employer engagement while they were at school pre-16 and at 16-19. Data has been previously analysed in **Mann, A., and Kashefpakdel, E.T. (2014). 'The views of young Britons (aged 19–24) on their teenage experiences of school-mediated employer engagement'** in Mann, A., Stanley, J. and Archer, L. eds. *Understanding Employer Engagement in Education: Theories and Evidence*. London: Routledge, 143-162.

Background statistics

The tables presented below are the frequency tables presenting the main background characteristics of the sample.

| Did you receive careers advice from employers whilst in secondary education? | | | | |
|--|-----------|---------|---------------|--------------------|
| | Frequency | Percent | Valid Percent | Cumulative Percent |
| No | 436 | 43.5 | 47.0 | 47.0 |
| Yes | 492 | 49.1 | 53.0 | 100.0 |
| Total | 928 | 92.6 | 100.0 | |

| How old were you when you received careers advice? | | Career Advice | |
|--|-------|---------------|--|
| 16 or younger | Count | 143 | |
| | % | 29% | |
| Over 16 to 19 | Count | 207 | |
| | % | 42% | |
| Did CA at both ages | Count | 119 | |
| | % | 24% | |
| Don't know | Count | 23 | |
| | % | 4% | |
| Total | Count | 492 | |
| | | | |

How well do you think that the school you attended up to the age of 16 helped prepare you to understand the main qualities, attitudes and skills needed to enter and do well in the working world?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------------------|-----------|---------|---------------|--------------------|
| Valid | Very Poorly-poorly | 259 | 25.8 | 37.2 | 37.2 |
| | Very well-well | 438 | 43.7 | 62.8 | 100.0 |
| | Total | 697 | 69.6 | 100.0 | |
| Missing | Neither | 277 | 27.6 | | |
| | Don't know | 28 | 2.8 | | |
| | Total | 305 | 30.4 | | |
| Total | | 1002 | 100.0 | | |

Which one of the following BEST applies to you?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|--|-----------|---------|---------------|--------------------|
| | I am at college or university | 546 | 54.5 | 55.5 | 55.5 |
| | Full-time employed | 291 | 29.0 | 29.6 | 85.1 |
| | Employed part time | 78 | 7.8 | 7.9 | 93.1 |
| | Doing an Apprenticeship/ work-based training | 9 | .9 | .9 | 94.0 |
| | Not in education, training or employment | 59 | 5.9 | 6.0 | 100.0 |
| | Total | 983 | 98.1 | 100.0 | |

What is the highest qualification you have achieved to date?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|--|-----------|---------|---------------|--------------------|
| | No qualifications | 3 | .3 | .3 | .3 |
| | GCSEs at grades D – G / BTEC Introductory Diploma | 17 | 1.7 | 1.8 | 2.1 |
| | NVQ at Level 1 | 4 | .4 | .4 | 2.5 |
| | Standards (Scotland) | 3 | .3 | .3 | 2.8 |
| | 5 or more GCSEs A* - C / BTEC First Diploma | 50 | 5.0 | 5.1 | 7.9 |
| | OCR National / NVQ at Level 2 | 15 | 1.5 | 1.5 | 9.5 |
| | 2 or more 'A' levels / International Baccalaureat / BTEC Diploma | 459 | 45.8 | 47.3 | 56.7 |
| | Highers (Scotland) | 27 | 2.7 | 2.8 | 59.5 |
| | NVQ at Level 3 / OCR National / BTEC national | 57 | 5.7 | 5.9 | 65.4 |
| | An undergraduate degree or Foundation Degree | 263 | 26.2 | 27.1 | 92.5 |
| | A post-graduate qualification | 73 | 7.3 | 7.5 | 100.0 |
| | Total | 971 | 96.9 | 100.0 | |

Findings patterns between participation in careers activities and educational and economic outcomes

The following section gives a detailed breakdown of whether taking part in a careers talk with an employer can have an impact on a number of employment as well as educational outcomes (the term 'employer' is used here to refer to employers, employees or the self-employed).

| What type of secondary school did you mainly attend up to the age of 16? * Careers talks with employers | | | | |
|---|-------|------------------------------|-------|--------|
| P-value: 0.04 | | Careers talks with employers | | Total |
| | | no | yes | |
| A non-selective state comprehensive or academy | Count | 277 | 284 | 561 |
| | % | 49.4% | 50.6% | 100.0% |
| Grammar /state selective school | Count | 93 | 117 | 210 |
| | % | 44.3% | 55.7% | 100.0% |
| An independent school | Count | 49 | 73 | 122 |
| | % | 40.2% | 59.8% | 100.0% |
| Total | Count | 419 | 474 | 893 |
| | % | 46.9% | 53.1% | 100.0% |

| What type of school or college, if any, did you attend between the ages of 16 to 19? If you attended more than one school or college please indicate the main one attended. * Careers talks with employers | | | | |
|--|-------|------------------------------|-------|--------|
| P-value: 0.06 | | Careers talks with employers | | Total |
| | | no | yes | |
| A further education college | Count | 80 | 83 | 163 |
| | % | 49.1% | 50.9% | 100.0% |
| A sixth form college | Count | 107 | 133 | 240 |
| | % | 44.6% | 55.4% | 100.0% |
| A non-selective state comprehensive or academy including sixth form | Count | 117 | 113 | 230 |
| | % | 50.9% | 49.1% | 100.0% |
| Grammar /state selective school including sixth form | Count | 68 | 91 | 159 |
| | % | 42.8% | 57.2% | 100.0% |
| An independent school including sixth form | Count | 34 | 60 | 94 |
| | % | 36.2% | 63.8% | 100.0% |
| Total | Count | 406 | 480 | 886 |
| | % | 45.8% | 54.2% | 100.0% |

| Ethnicity * Careers talks with employers | | | | | |
|---|---------------|-------|------------------------------|-------|--------|
| Not significant | | | Careers talks with employers | | Total |
| | | | no | yes | |
| BME | non-British | Count | 54 | 57 | 111 |
| | | % | 48.6% | 51.4% | 100.0% |
| | white British | Count | 369 | 419 | 788 |
| | | % | 46.8% | 53.2% | 100.0% |
| Total | | Count | 423 | 476 | 899 |
| | | % | 47.1% | 52.9% | 100.0% |

| Gender * Careers talks with employers | | | | | |
|--|--------|-------|------------------------------|-------|--------|
| P-value: 0.05 | | | Careers talks with employers | | Total |
| | | | no | yes | |
| Gender | Female | Count | 205 | 258 | 463 |
| | | % | 44.3% | 55.7% | 100.0% |
| | Male | Count | 231 | 234 | 465 |
| | | % | 49.7% | 50.3% | 100.0% |
| Total | | Count | 436 | 492 | 928 |
| | | % | 47.0% | 53.0% | 100.0% |

| Level of qualification * Careers talks with employers | | | | | |
|--|-------|-------|------------------------------|--------|--------|
| Not significant | | | Careers talks with employers | | Total |
| | | | no | yes | |
| Up to Level 1 | Count | 10 | 14 | 24 | |
| | % | 41.7% | 58.3% | 100.0% | |
| Level 2 | Count | 29 | 28 | 57 | |
| | % | 50.9% | 49.1% | 100.0% | |
| Level 3 | Count | 238 | 269 | 507 | |
| | % | 46.9% | 53.1% | 100.0% | |
| Level 4 | Count | 119 | 130 | 249 | |
| | % | 47.8% | 52.2% | 100.0% | |
| Level 5 | Count | 29 | 41 | 70 | |
| | % | 41.4% | 58.6% | 100.0% | |
| Total | | Count | 425 | 482 | 907 |
| | | % | 46.9% | 53.1% | 100.0% |

| How well do you think that the school you attended up to the age of 16 helped prepare you to understand the main qualities, attitudes and skills needed to enter and do well in the working world? * Careers talks with employers | | | | | |
|---|-------|--|------------------------------|-------|--------|
| P-value: 0.00 | | | Careers talks with employers | | Total |
| | | | no | yes | |
| Very Poorly-poorly | Count | | 150 | 97 | 247 |
| | % | | 60.7% | 39.3% | 100.0% |
| Very well-well | Count | | 145 | 273 | 418 |
| | % | | 34.7% | 65.3% | 100.0% |
| Total | Count | | 295 | 370 | 665 |
| | % | | 44.4% | 55.6% | 100.0% |

Regression analysis

In this section we present the findings of our regression analysis. Regression is a statistical analysis that attempts to predict the effect of one or more variables on another variable.

Evidence of wage premium

- Young people who received career advice from an employer/employee volunteer benefitted from a **10.6% wage premium** compared to those who had no career advice. The relationship is statistically significant at borderline 5%.

| Model N=141 R2: 25.9% | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-----------------------------|-----------------------------|-------------|---------------------------|--------------|-------------|
| | B | Std. Error | Beta | | |
| (Constant) | 8.513 | .604 | | 14.104 | .000 |
| Age | .058 | .025 | .213 | 2.346 | .021 |
| NorthE | -.127 | .155 | -.071 | -.821 | .413 |
| NorthW | -.245 | .119 | -.200 | -2.059 | .042 |
| Yorkshire | -.293 | .100 | -.290 | -2.921 | .004 |
| EastM | -.343 | .140 | -.226 | -2.455 | .016 |
| WestM | -.263 | .105 | -.253 | -2.503 | .014 |
| EastofE | -.134 | .095 | -.148 | -1.420 | .158 |
| SouthE | -.137 | .091 | -.156 | -1.506 | .135 |
| SouthW | -.204 | .110 | -.185 | -1.852 | .066 |
| Gender | .030 | .058 | .045 | .513 | .609 |
| BME | .005 | .092 | .004 | .049 | .961 |
| LevelQual | .065 | .039 | .153 | 1.646 | .102 |
| FEC | .014 | .174 | .017 | .081 | .935 |
| SixForm | -.155 | .151 | -.213 | -1.031 | .305 |
| State | .012 | .168 | .015 | .072 | .942 |
| Grammar16 | -.096 | .183 | -.113 | -.525 | .600 |
| Grammar | .073 | .093 | .099 | .788 | .432 |
| Private | -.083 | .140 | -.086 | -.591 | .556 |
| Career Advice | .106 | .054 | .161 | 1.976 | .050 |

Evidence for reduced incidents of becoming NEET

- Young people who received career advice from an employer/employee volunteer were **47% less likely to become NEET** compared to those who had no employer led career advice. The relationship is significant at 10%.

| N= 723 PPC: 94.5% | | B | S.E. | Wald | df | Sig. | Exp(B) |
|----------------------|--|--------------|-------------|--------------|----------|-------------|-------------|
| Grammar | | .363 | .381 | .907 | 1 | .341 | 1.438 |
| Private | | -.206 | .565 | .133 | 1 | .716 | .814 |
| LevelQual | | .042 | .215 | .038 | 1 | .846 | 1.043 |
| BME | | -.238 | .480 | .246 | 1 | .620 | .788 |
| Gender | | -.196 | .337 | .339 | 1 | .561 | .822 |
| NorthE | | .142 | 1.154 | .015 | 1 | .902 | 1.153 |
| NorthW | | .685 | .706 | .942 | 1 | .332 | 1.984 |
| Yorkshire | | .351 | .738 | .227 | 1 | .634 | 1.421 |
| EastM | | 1.479 | .674 | 4.822 | 1 | .028 | 4.390 |
| WestM | | .278 | .792 | .124 | 1 | .725 | 1.321 |
| EastofE | | .670 | .678 | .977 | 1 | .323 | 1.955 |
| SouthE | | .437 | .673 | .421 | 1 | .516 | 1.547 |
| SouthW | | .653 | .744 | .771 | 1 | .380 | 1.922 |
| Career Advice | | -.625 | .341 | 3.354 | 1 | .067 | .535 |
| Constant | | -2.979 | .832 | 12.817 | 1 | .000 | .051 |

3. Student survey analysis

This section sets out the findings from a new survey of 291 12-18 year old students from six schools reflecting on their experiences of careers events. Respondents had taken part in careers events in different formats. Completed between February and March 2017, the survey asked specific questions about the respondent's current career ambitions and the design of careers events. The survey then went to ask whether the young person's skills and attitudes, such as their educational engagement and careers awareness, may have been positively changed as a result of participating.

Background statistics

This section gives a detailed breakdown of the 291 12-18 year old students who took part in careers events.

| Event type | Number of respondents |
|------------------|-----------------------|
| Career fair | 85 (29%) |
| Speed networking | 143 (49%) |
| Career talk | 63 (22%) |

| School type | Number of respondents |
|---------------------|-----------------------|
| FE Colleges | 30 (10%) |
| State comprehensive | 261 (90%) |

| Gender | Number of respondents |
|-------------------|-----------------------|
| Female | 181 (62%) |
| Male | 107 (37%) |
| Prefer not to say | 3 (1%) |

| Year group | Number of respondents |
|------------|-----------------------|
| Year 8 | 38 (13%) |
| Year 9 | 48 (16%) |
| Year 10 | 20 (7%) |
| Year 11 | 21 (7%) |
| Year 12 | 152 (52%) |
| Year 13 | 12 (4%) |

Attitudinal questions

On a scale of 1 to 10, before taking part in this event how certain were you about what job/career you want to do in the future? Please circle. (10 being most certain)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Average |
|----|----|----|----|----|----|----|----|----|----|---------|
| 13 | 24 | 39 | 23 | 42 | 37 | 37 | 36 | 18 | 20 | 5.56 |

On a scale of 1 to 10, how helpful did you find the event you took part in today? Please circle. (1 being least helpful, 10 being most helpful)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Average |
|---|---|---|----|----|----|----|----|----|----|---------|
| 0 | 2 | 7 | 13 | 25 | 24 | 52 | 73 | 54 | 42 | 7.55 |

How many volunteers did you speak to or hear from today? (N = 290)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 10+ | Average |
|----|----|----|----|----|----|----|----|----|----|-----|---------|
| 37 | 14 | 11 | 12 | 17 | 32 | 78 | 26 | 17 | 12 | 31 | 5.66 |

At what age would you say that children and young people should start doing events like the one you did today?

(N=286)

| Age | Number of respondents |
|----------------|-----------------------|
| Primary school | 11 (4%) |
| Year 7-9 | 100 (35%) |
| Year 10 | 50 (17%) |
| Year 11 | 80 (28%) |
| Year 12 or 13 | 45 (16%) |

Why did you attend the event today?

(N=288)

| Reason for attending | Number of respondents |
|----------------------|-----------------------|
| Had to attend | 111 (39%) |
| I was interested | 67 (23%) |
| both | 110 (38%) |

Experiential questions

- **In thinking about employee volunteers, the students were clear: what was most important to them was that volunteers had direct experience of jobs about which they spoke.**

| When thinking about events like this, how important to you is it that? | Very important | Quite important | Not too important | Not important at all |
|--|----------------|-----------------|-------------------|----------------------|
| The person I hear from actually does the job they are talking about | 148 (51%) | 94 (32%) | 37 (12%) | 7 (2%) |
| The person I hear from talks about a job I'm already interested in | 95 (33%) | 128 (44%) | 48 (16%) | 15 (5%) |
| The person can relate their job to subjects we do in school or college | 87 (30%) | 134 (46%) | 56 (19%) | 9 (3%) |
| I get to hear from lots of different people doing different jobs | 114 (39%) | 99 (34%) | 61 (21%) | 12 (4%) |
| I have chance to hear from people from the same background as me | 79 (27%) | 92 (31%) | 74 (25%) | 41 (14%) |

Changing attitudes

This section outlines how a young person's attitudes may have changed, or what they may have learnt, as a result of taking part in a careers event. We found that:

- **Survey data collected from young people attending the events observed within this study indicate that engagement in careers events can be associated with more positive attitudes. When asked, the majority of young people agreed that they were motivated to study harder as a result of attending careers events. This is particularly pronounced for students who attended speed networking events.**
- **The majority of young people who had attended either a careers talk, fair or carousel agreed that the event had helped them think of the possible routes to employment (apprenticeships, university, and training)**
- **When surveyed after the events organised for this report a large majority of students agreed that as a result of talking to volunteers, they had learnt something new and useful in terms of pursuing a career ambition.**

Do you agree with these statements? (1 being totally disagree and 10 being totally agree)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Average |
|--|----|----|----|----|----|----|----|----|----|----|---------|
| Today's event motivated me to study harder | 6 | 4 | 9 | 18 | 33 | 31 | 53 | 64 | 30 | 41 | 7.01 |
| Today's event made me confident in what I want to do in the future | 5 | 7 | 8 | 16 | 37 | 44 | 48 | 62 | 37 | 22 | 6.74 |
| Today's event helped me think of the different possible routes to employment (e.g. apprenticeships, university, training etc.) | 3 | 8 | 9 | 26 | 26 | 37 | 40 | 61 | 43 | 45 | 7.17 |
| As a result of talking to volunteers, I changed my mind about a particular job | 43 | 13 | 28 | 26 | 33 | 26 | 41 | 36 | 25 | 19 | 5.40 |
| As a result of talking to volunteers, I changed my mind about subjects I might study | 44 | 21 | 18 | 23 | 39 | 31 | 26 | 44 | 29 | 15 | 5.37 |
| As a result of talking to volunteers, I learnt something new and useful in terms of pursuing a career ambition | 4 | 5 | 7 | 15 | 22 | 32 | 44 | 52 | 48 | 61 | 7.45 |

Findings patterns between background factors and outcomes

The following section gives a detailed breakdown of whether any background factors or characteristics have an impact on the outcomes or benefits a young person can experience when participating in a careers event.

Type of activity

Careers carousel

- **Across the six events that were surveyed, students reported meeting the highest number of volunteers at careers carousels events. Carousels leave students with no choice but to speak to a variety of employee volunteers. In this sense, they are the most effective in presenting young people with a variety of career pathways and choices, encountering a range of different volunteers.**
- **Careers carousels are routinely seen in our surveys of students as most helpful in improving career awareness and educational engagement compared to other careers events.**

Careers fair

- **Students who were undecided about their career ambitions perceived careers fairs to be more useful than other events. This may be because careers fairs bring in a large and often diverse number of industries, they are likely to generate the maximum choice of occupational area, meaning that students have a greater likelihood of speaking to a volunteer more aligned to their interests.**

Type* helpfulness

| Event type | Average score |
|------------------|---------------|
| Career fair | 7.22 |
| Speed networking | 7.97 |
| Career talk | 7.03 |

Type* motivated to study harder

| Event type | Average score |
|------------------|---------------|
| Career fair | 6.57 |
| Speed networking | 7.37 |
| Career talk | 6.77 |

Type* Confident about future

| Event type | Average score |
|------------------|---------------|
| Career fair | 6.75 |
| Speed networking | 6.77 |
| Career talk | 6.67 |

Type* helped me think of the different possible routes to employment (e.g. apprenticeships, university, training etc.)

| Event type | Average score |
|------------------|---------------|
| Career fair | 7.34 |
| Speed networking | 7.39 |
| Career talk | 6.40 |

Type* As a result of talking to volunteers, I changed my mind about a particular job

| Event type | Average score |
|------------------|---------------|
| Career fair | 5.71 |
| Speed networking | 5.54 |
| Career talk | 4.66 |

Type* As a result of talking to volunteers, I changed my mind about subjects I might study

| Event type | Average score |
|------------------|---------------|
| Career fair | 5.76 |
| Speed networking | 5.07 |
| Career talk | 5.51 |

Type* As a result of talking to volunteers, I learnt something new and useful in terms of pursuing a career ambition

| Event type | Average score |
|------------------|---------------|
| Career fair | 7.43 |
| Speed networking | 7.96 |
| Career talk | 6.32 |

Gender

- **Across all of the questions asked in our survey, girls found events to be more helpful and impactful in terms of changing attitudes towards education, career decision making and social capital development compared to boys.**

Gender* Helpfulness

| Event type | Average score |
|------------|---------------|
| Female | 7.73 |
| Male | 7.30 |

Gender* motivated to study harder

| Event type | Average score |
|------------|---------------|
| Female | 7.22 |
| Male | 6.76 |

Gender* Confident about future

| Event type | Average score |
|------------|---------------|
| Female | 6.82 |
| Male | 6.57 |

Gender* helped me think of the different possible routes to employment (e.g. apprenticeships, university, training etc.)

| Event type | Average score |
|------------|---------------|
| Female | 7.30 |
| Male | 7.09 |

Gender* As a result of talking to volunteers, I changed my mind about a particular job

| Event type | Average score |
|------------|---------------|
| Female | 5.54 |
| Male | 5.25 |

Gender* As a result of talking to volunteers, I changed my mind about subjects I might study

| Event type | Average score |
|------------|---------------|
| Female | 5.43 |
| Male | 5.37 |

Gender* As a result of talking to volunteers, I learnt something new and useful in terms of pursuing a career ambition

| Event type | Average score |
|------------|---------------|
| Female | 7.74 |
| Male | 7.01 |

Volume

- Analysis of young people's survey data collected at the careers events attended for this study shows that the number of volunteers encountered has a beneficial effect on the outcomes that can be expected. Young people who had interacted with six or more volunteers reported more positive responses across a number of areas. Those who saw six or more volunteers were 15% more likely to say they had learnt something new and useful, 13% more likely to say the event made them think of different routes to employment and 14% more likely to say they were motivated to study harder than peers who encountered fewer volunteers.**

Volume* helpfulness

| Number of volunteers | Average score |
|----------------------|---------------|
| 1-4 | 6.75 |
| 6-10+ | 7.91 |

Volume* motivated to study harder

| Number of volunteers | Average score |
|----------------------|---------------|
| 1-4 | 6.28 |
| 6-10+ | 7.35 |

Volume* Confident about future

| Number of volunteers | Average score |
|----------------------|---------------|
| 1-4 | 6.50 |
| 6-10+ | 6.83 |

Volume* helped me think of the different possible routes to employment (e.g. apprenticeships, university, training etc.)

| Number of volunteers | Average score |
|----------------------|---------------|
| 1-4 | 6.41 |
| 6-10+ | 7.41 |

Volume* As a result of talking to volunteers, I changed my mind about a particular job

| Number of volunteers | Average score |
|----------------------|---------------|
| 1-4 | 4.56 |
| 6-10+ | 5.71 |

Volume* As a result of talking to volunteers, I changed my mind about subjects I might study

| Number of volunteers | Average score |
|----------------------|---------------|
| 1-4 | 4.98 |
| 6-10+ | 5.41 |

Volume* As a result of talking to volunteers, I learnt something new and useful in terms of pursuing a career ambition

| Number of volunteers | Average score |
|----------------------|---------------|
| 1-4 | 6.16 |
| 6-10+ | 7.98 |

Year Group

- Comparison of the responses of young people who took part in these sessions at key stages 4 and 5 suggest that later timing may encourage participants to view these activities as more relevant and useful.

Age* helpfulness

| Year group | Average score |
|------------|---------------|
| Year 8 -9 | 7.23 |
| Year 10-11 | 7.78 |
| Year 12-13 | 7.66 |

Age* motivated to study harder

| Year group | Average score |
|------------|---------------|
| Year 8 -9 | 6.83 |
| Year 10-11 | 7.24 |
| Year 12-13 | 7.04 |

Age* Confident about future

| Year group | Average score |
|------------|---------------|
| Year 8 -9 | 6.97 |
| Year 10-11 | 6.68 |
| Year 12-13 | 6.64 |

Age* helped me think of the different possible routes to employment (e.g. apprenticeships, university, training etc.)

| Year group | Average score |
|------------|---------------|
| Year 8 -9 | 7.34 |
| Year 10-11 | 7.21 |
| Year 12-13 | 7.07 |

Age* As a result of talking to volunteers, I changed my mind about a particular job

| Year group | Average score |
|------------|---------------|
| Year 8 -9 | 5.40 |
| Year 10-11 | 7.04 |
| Year 12-13 | 4.99 |

Age* As a result of talking to volunteers, I changed my mind about subjects I might study

| Year group | Average score |
|------------|---------------|
| Year 8 -9 | 5.81 |
| Year 10-11 | 7.12 |
| Year 12-13 | 4.69 |

Age* As a result of talking to volunteers, I learnt something new and useful in terms of pursuing a career ambition

| Year group | Average score |
|------------|---------------|
| Year 8 -9 | 7.08 |
| Year 10-11 | 8.24 |
| Year 12-13 | 7.46 |

Reason for attending

Reason for attending* helpfulness

| Reason for attending | Average score |
|----------------------|---------------|
| Had to attend | 7.33 |
| I was interested | 7.49 |
| Both | 7.80 |

Reason for attending* motivated to study harder

| Reason for attending | Average score |
|----------------------|---------------|
| Had to attend | 6.84 |
| I was interested | 7.02 |
| Both | 7.20 |

Reason for attending* Confident about future

| Reason for attending | Average score |
|----------------------|---------------|
| Had to attend | 6.37 |
| I was interested | 7.16 |
| Both | 6.89 |

Reason for attending* helped me think of the different possible routes to employment (e.g. apprenticeships, university, training etc.)

| Reason for attending | Average score |
|----------------------|---------------|
| Had to attend | 6.89 |
| I was interested | 7.58 |
| Both | 7.22 |

Reason for attending* As a result of talking to volunteers, I changed my mind about a particular job

| Reason for attending | Average score |
|----------------------|---------------|
| Had to attend | 4.90 |
| I was interested | 5.59 |
| Both | 5.77 |

Reason for attending* As a result of talking to volunteers, I changed my mind about subjects I might study

| Reason for attending | Average score |
|----------------------|---------------|
| Had to attend | 4.45 |
| I was interested | 6 |
| Both | 5.88 |

Reason for attending* As a result of talking to volunteers, I learnt something new and useful in terms of pursuing a career ambition

| Reason for attending | Average score |
|----------------------|---------------|
| Had to attend | 7.21 |
| I was interested | 7.52 |
| Both | 7.65 |

Number of volunteers met

Type of event* number of volunteers

| Event type | Average number of volunteers young people met |
|------------------|---|
| Careers fair | 5.62 |
| Speed Networking | 7.40 |
| Career talk | 2.32 |

4. Teacher and employee perspectives

The project team observed four careers events at two 11-19 comprehensives, one multi-school speed networking event and one Further Education college between February and March 2017. Teachers and employees were interviewed to provide insights from practice into the efficacy, design or outcomes of different types of careers events. The research team asked for their perspectives on the impact of these activities on students, as well their insights for practice based on their relative experience. Participants included careers advisors, careers coordinators, subject teachers as well as employee volunteers from a number of sectors and seniority levels.

Quotes from interviewees are given below.

Event one

| Location | Event | Demographic | School type | Event size |
|-------------|--------------|-------------|-------------|-----------------|
| Oxfordshire | Careers talk | Mixed 16-18 | FE College | 0 – 50 students |

Response from member of school staff

Preparation

“We sent through a list of questions that they could ask an employer at a careers talk. We ask the tutors to go through this with the students to prepare them. I think a lot of it’s around advertising the fact that it’s on and encouraging them to come. I’ve had feedback from employers before to say it would have been more useful for the students to have had some questions in mind so we’ve really been pushing on that.”

“I think also with the age group we’re working with which is mainly 16-18 vocational they struggle with the soft skills, you know the ability to go up to an employer. From other events and other colleges I’ve worked at I think giving them a chance to prepare questions beforehand, maybe even a bit of role play, really helps their confidence and what they get out of an event.”

Format

Event management

(With careers fairs) “We’ve also got staff that go down into the hall with a specific group, usually their personal mentor or class teacher. We usually circle the room, making sure that group don’t just stand in the middle, they ask individual students what they’re interested in and point them towards a relevant table. They also try to give a time that the young people have to stay in the hall, which is easier to police at a smaller event like the ones we’ve had recently.”

“I think that the earlier it starts the better. Often we have people starting our FE colleges who haven't heard of the biggest employers who would be looking to hire after they finish.”

Relevance

“What I've tried to do at this event is look at the courses that we offer at the college and try and get an employer in for each of them. I then tell the course leaders which employers are coming. Which is obviously quite difficult to do. But when you get employers that young people recognise it gives them a hook to.”

Career talks

Raising aspirations of students

(A talk) “brings a further dimension. I think it adds so much more. Because I used to teach employability skills and you can stand up in front a group and tell them things about careers or about employability skills and they don't really take notice. But you get someone from outside and they really take notice, it makes them really think about what skills they've got and how they can show them off, especially if the employer asks tough questions. I also think when you get a guest speaker in it makes young people think “hang on a minute she's (my usual teacher) been talking about this all year, maybe it's time i pay attention a bit to what she's said. Someone's come in and backed her up.”

“I think also it helps when you've got people coming from different backgrounds at different stages in their career. Not just the HR managers or the CEOs. So today we had two apprentices come in and give a talk from BMW, who must only be 19 or 20, they gave the young people a chance to see their direct next step, and they offered really useful advice on pay, the roles themselves and the young people in that talk seemed to be the most engaged in terms of asking questions.”

Employability skills

“I think it's also massively helpful if they speak to an employer, and employer directly says, this is what we're looking for in terms of grades or qualifications it really encourages them to knuckle down and I've seen this from experience.”

“I think what young people really need, especially at our colleges, is the chance to improve their soft skills. You know having the confidence to speak about themselves. Which may not be the direct reason for these events but a lot of our students rarely get the chance to speak to adults outside of their teachers and parents. So having someone in asking them questions about their ambitions really encourages that.”

“We get feedback from the young people through the iPad surveys you might have seen. And from the last event I organised they highlighted being able to speak to new employers they hadn't heard of before as major plus.”

Response from employee volunteer

Preparation

Students

"It's important for the young people to take an active interest and be engaged before an event starts. I think it would be useful for the schools to set them a small piece of work. Get them to research X, Y and Z on a certain industry. That way the young people are being challenged to learn something rather than being passive receivers. It would certainly aid discussions and encourage a two way dialogue."

Schools

"I think it's important for schools to let volunteers know what the young people need or want to know. As they see them every day they are more in tune with the needs of the young people. At today's talk I was covering a lot of bases in only base level detail. Also it would be useful if the school got all the hospitality students in one room, as today we had young people from construction who lost interest as soon as I started even though there were sections on interview skills which would be of use to them."

Careers talks

Agency

"I'm not sure whether this sort of format, certainly in terms of the room layout, is the best for allowing young people to learn new things about potential career paths. I think sitting behind their desks in a classroom scenario doesn't get them far enough away from their daily routine - especially as this is the classroom they are usually in. It doesn't make the message seem important as I could easily be another staff member talking at them for half an hour. They feel too comfortable. To actually take something away from these events they need to be slightly out of their comfort zone. When they are in a classroom like this, surrounded by their peers it stops them asking questions they want to ask. I think if they're surrounded by the same people it's not different enough to spark their interest. You've got to hook them in. A great format I've been involved in previously used smaller group work to get the young people thinking, to get them engaged early on, otherwise it's too easy."

"I think a careers fair like the one they've got downstairs can be really useful at this age. Especially at this age (16 - 18) when they've picked on their chosen courses. Why don't they create the careers day for themselves? Why don't they say here are the employers we would like to go and see? At least then they've got a personal involvement with it. This is all laid on for them, they don't have to do anything. Make them engage with it, take some ownership. This may require some encouragement from school staff but I think it would be useful."

Interaction

"I think it's useful that they see someone new. They see teachers day in day out. Perhaps it's because it's coming from someone who's from the business world, with insights into how recruitment and the day in day out of a workplace works. When the young people see people (employers) coming from a similar background whether that's a low paying job to start with or leaving school with very few qualifications and seeing the options available to them it seems to give them a bit of a renewed sense of hope."

"I also think when we give them a few home truths it seems to hit home. Today for example when I told them that they wouldn't get a job slouching in their chairs unable to have a two way conversation they seemed to notice. I saw a few sitting upright and looking a bit more interested. When it's got that real life relevance, they seem to take it a bit more seriously."

Relevance / Timing

"I think it helps when they are speaking to someone from their chosen industry. But I think this goes back to when you talk to them in their life cycle or where they are in their school or college career. You can mould or tinker the talk based on what age a young person is. If a young person is thinking about their GCSEs a wider talk

based on the options available and general interview or cv skills or the importance of work experience can be really useful. But as they get closer to finishing their school career narrower talks about how to get into specific industries help massively.”

Event two

| Location | Event | Demographic | School type | Event size |
|----------|------------------|-------------|---------------|-------------------|
| Essex | Careers carousel | Mixed 16-18 | Comprehensive | 50 – 100 students |

Response from member of school staff

Preparation

“We have gone through a lot of preparation prior to this event, and I think it really helps when it comes to getting the most out of these speed networking talks. We ask the students to prioritise their interests and then group the students based on these interests. We then ask them to draft a set of questions which they then talk through with their form tutor. We then give them a list of the employer profiles once they have been confirmed. This means that they can tailor their questions and really make the most out of the time they have with the employer.”

Delivery

“I think at 16/17 this really gives them a chance to launch their futures. Before this they haven’t really had a chance to think about their careers, and even if they have they will probably change their minds again by the time they reach 6th form. At a younger age it is really difficult to tailor the event for their interests as they have so many.”

“At 16/17 they can ask really pertinent questions about UCAS applications the qualifications/degrees they should pursue to get onto certain careers. It’s more engaging for them as the answers to their questions have that real life applicability.”

“I think if you are going to do these events at year 9 for example, you aim it at the high flyers and you keep it general. The ones who have university ambitions but just need that extra push. Their career ambitions chop and change so much that having a general event on what you need to do to get into Oxford or Cambridge for example can be more effective.”

Careers carousels

Event management

“One bit of advice I’d give would be to have a group chair or leader. We allocated each group a ‘group leader’ who would steer the conversation or ask questions if the others lost things to say. We either allocated this to a student we knew would be confident speaking to adults but we also picked out students who we knew were particularly shy to give them that impetus to speak up and get the most out of speaking to the volunteers.”

“We also purposely kept the groups small (7 students per table) and split it between two locations. Having just over 50 students in each room meant that the noise levels stayed low and meant each student could be heard and could also hear the volunteer response.”

“I would also keep it to an hour max. Having it any longer tires out the pupils and more so the volunteers. They have to repeat themselves for an hour which can get quite tiring! We also gave them around 10 minutes per volunteer which from past experience is the right amount of time.”

“I’ve also found that March is a good time. We had an event in June and its so hard to get the volunteers. Everyone is on holiday!”

Careers fairs

“I think careers fairs, in my experience, often turn into a bit of a no man’s land. They’re a chance to pick up free pens. There’s no preparation and it means the less confident students can sink into the background and take very little from the events. With events like today it gives them a chance to speak to someone other than their parents or us teachers. It gives them a chance to improve these you know soft skills and people skills which are often lacking at young people this age.”

Authenticity

“Trust me when I start talking about careers you can see their eyes glaze over. I haven’t been in the ‘jobs market’ for over 30 years! They think I’m out of touch. When you have the younger volunteers come in they stand up and take notice. We had a couple of apprentices from TFL this morning and you could hear a pin drop, they were so attentive as these volunteers are fresh out of the system. They can offer them insights that are more useful as they’ve just been through the application process.”

“I think having lots of employers like this gives the students a chance to hear different stories. From jobs sectors they’ve probably never even considered before. It’s a real chance to widen their horizons.”

Volume

“For an event like this? Once a year. It’s just so much information for them to take in anymore and it would lose its impact and its ability to keep them engaged. (Events like) today are a chance for them to expand their horizons and really think about their options. Then on the back of it evaluate their UCAS options, and organise work experience.”

Response from employee volunteer

Preparation

“You could really tell that they had prepared. Often you go events like these and it’s just blank expressions and you end up lecturing them about things they might not even be interested in. Because they’ve had a chance to prepare relevant questions you can change and alter your conversation to make sure they’re really getting the most out of it.”

Format

Targetting

“It seems to really help the young people who have maybe thought they wanted to go to uni but literally have no idea what they are going to pursue. When I talk about my past, you know my career, you see that there’s so

many who think “I’ve never even thought about that”, they’ve never thought about a job in banking or oil or whatever, it’s good to expand the choices they consider.”

Outcomes

“I think it also helped them understand that work experience was really key, that most employers look mostly at that nowadays. I spoke to them about how important it was to get some, any experience. For some of them they’re so obsessed with their grades – which is obviously important - that they’ll finish uni having only done the work experience they had in school. It seemed to shock a few of them.”

Event three

| Location | Event | Demographic | School type |
|----------|--------------|-------------|---------------|
| London | Careers fair | Mixed 11-18 | Comprehensive |

Response from member of school staff

Preparation

“We prepare the students by offering them the chance to look at the employer profiles beforehand. For the year 7s and 8s there’s also dedicated form time, they also have a ‘treasure hunt’ to encourage them to speak to as many employers as they can.”

Careers fairs

Size of event

“With events like these the bigger the better really. Today you’ll see we’ve got a really large range of employers covering across the board. We’ve got all the vocational and educational tracks covered. I think if you have smaller fairs and a student comes in and doesn’t see what they’re looking for, it can really put them off other events in the future and almost stunts them when their thinking about their future.”

Outcomes

Raising aspirations

“I think for different ages or year groups it can have different impacts. For year 11s it can really widen their career choices and - especially for the boys - make realise that they don’t have to work locally for their dad or uncle. Most of these students have such a tiny social network, seeing someone from outside can really give them a boost before their exams.”

“For year 7s and 8s it’s a really good eye opener. Most of them will change their minds so much before they come to make their choices but again similarly to the older students it gives them a chance to broaden their aspirations. It really widens their range of options from academic to trades and encourages them to keep their doors open.”

“I do think though, that the older the better for events like these. It can encourage thinking among the younger students but for some it’s just a chance to get free pens! For older ones you get the chance to ask specific things about applying and what a working day is like that the younger students will either not ask or will forget by the time it comes to applying.”

Authenticity

“I think these types of events really offer more than just having speakers come in. For some it really opens up what is out there. I’ve been to careers talks before where students won’t enjoy the event because they haven’t had someone in from the career they want to do, they’re almost stuck in their ways. With events like these it gives them a chance to expand their options because they’re speaking to employers they might not have spoken to before.”

Volume

“I think having one of these events a year is enough. They lose their impact if there’s too many. For some of these year 11s and 12s they’ve attended the same event for the last 5 years, so it can become a bit tedious for them.”

Event four

| Location | Event | Demographic | School type |
|----------|------------------|--------------|---------------|
| London | Speed Networking | Female 15-18 | Comprehensive |

Response from member of school staff

Preparation

“The girls were aware of the event, we did a bit of publication and they knew it was just for girls. I know they felt special that it was just a girl’s event. Certainly the fact that they can speak to women definitely has more of an effect. Giving these girls role models, female ones especially, is a really great idea. Giving the girls a chance to see that women can be successful has a really profound effect and really broadens their horizons.”

Outcomes

Improving confidence

“Having to interact and converse is really good, especially as some of the girls are really quite shy. Some of them are lacking confidence and forcing them into situations where they have to speak and talk to people more is really beneficial. Getting them out of their comfort zones when they’re working with kids from other schools is really great for building their social skills and team working skills. Also having the chance to see where some of these women have gone really helps widen the aspirations, seeing that banking isn’t just a men’s role is today’s example but it helps break down those barriers.”

Careers carousels

“The young people at my school have had experience of job fairs and university visits as well as other talks, and from my experience I think the networking events like these work the best. The fact they actually have to go round and speak to people really pushes them a bit more. At Careers Fairs it’s all laid out for you, even though there’s lots of companies and people to speak to sometimes you can just glaze past them.”

“Also, the good thing about this sort of event compared to others is that it really brings out the best from the kids lacking confidence. We have a few recent joiners whose English isn’t great so they lack the confidence to ask the questions they want to know in a big assembly, with this type of event the girls support each other and I can see they’re giving each other the encouragement to speak up.”

Timing (time of year)

“Now (March) is a good time to do these type of events for year 10s and 11s. Most schools, including ours, would have just completed their mock exams and it’s before their preparation for summer exams, just before

the Easter break as well. Anything after Easter is probably not as good because of how close it is to their summer exams."

Targeting

"I think for our demographic, for our students, every single one would benefit from attending an event like this. That being said, social mobility in our area, in our school, is really low. I think giving those type of students the exposure, allowing them to talk to people from different backgrounds, cultures and careers has a really great impact on the girls. Just in terms of raising aspirations events like today are massively beneficial. The disadvantaged young people can really gain lots from these events, lots of them just don't know about the careers available, lots of them will be pigeon holed into certain careers because of parental ideas or pressure."

Careers carousels

"Location is fairly important. The impact of leaving the school and going to an external venue, in this case Central London, gets the young people out of their comfort zones and out of their usual mind-sets before they've even begun talking to volunteers. So if that could be organised it would only bring out the benefits from the event."

"I think having the smaller groups also helps. I think having a speaker at the front and having just to sit and listen can cause some young people to switch off. Having to move round and interact with people is really powerful."

Authenticity

"I think they're both important, but I think maybe one just consolidates the other. So we try to get people from outside of the school to come and speak to our students as well as just the careers advisor. I think that has more impact than just speaking to the teacher, because you see the same faces and hear the same voices all the time. The kids have also said they enjoy having that extra new voice coming in."

Follow-up

"What we would do is have different follow ups with different year groups. So our year 12s would already be looking at UCAS, and lots of them are really unsure about their next steps for next year or the future in general, so one way to measure impact would be to say "you weren't sure at the beginning of the week, now that you've spoken to people in different careers are you any more sure?"

Educational engagement

"I think it really would. I think for lots of the young people the academic path to take really isn't clear for them, so they lose motivation because they can't directly apply what they're doing in school to an aspiration of theirs. Hearing people's journeys on how they came to be in these quite impressive jobs really speaks to the young people. We (teachers) speak to them, but the difficulty is lots of teacher's journeys are very similar, and lots of the young people don't really have dreams of becoming teachers so it loses something."

Response from employee volunteer

Preparation

"I try to think about how I felt at their age. Which for these kids is around 16 or 17 years old, which for me was about 5 years ago, so I have a lot of common I guess with these young people. I think for any volunteer it's important to think of questions that will relate to them and allow me to offer more practical advice, for example: "What's their favourite subject at school?" "Have they got any interest?"

"I think it's important that the young people want to be there and maybe more importantly they've thought of some questions or about their careers beforehand. I think they would get more out of it and probably improve

their confidence if they've really thought about what they want to get out of the event before they come to meeting us."

Follow-up

"I would be more than happy to look at CVs or job applications if the young people were proactive."

Careers carousels

"I think the rotation is fantastic. It gives the young people a chance to meet such a variety of volunteers from different parts of the organisation but also different genders and career histories. I for example will be able to give practical guidance to the young people thinking of applying to positions as I only completed the application process six months ago. But others will be able to talk about the trainee or apprenticeship route, as well as talking about their backgrounds and how they navigated school and college to get where they are now. I think it's important that the volunteers actually engage. They don't just speak in a monologue, the best thing about these events is the interactivity, so the employers should be asking questions and tailoring the conversations, and not be afraid of a few awkward silences!"

Targeting

"I think maybe 15/16 is slightly too young. I know it's great to inspire the young people, fundamentally they are worried about their GCSEs which means the impact is slightly dampened. The ideal age would be the year 12s we had today, they are thinking about their futures already with UCAS so you're not forcing a mind-set on them so they're really open to advice and want practical guidance."

"I think anyone can benefit. I think importantly though, they have to want to be there. If the teacher says 'you have to go' you can see the young people are distracted before you've even started talking. So maybe a bit of coercion and a bit of promoting the positives is the key."

5. Practitioner survey

This section presents the findings of a survey of 38 experienced secondary school practitioners gathered in April 2017. The primary purpose of this further survey was to test and validate insights for best practice found after initial analysis of the existing literature, student surveys and teacher and employer testimonies. Using the Inspiring the Future platform, teachers were identified based on whether they had organised a careers event in the last year, ensuring the respondents had some experience of organising employer led careers activities. The following statements, which the evidence suggests describe best practice, were put to practitioners. Practitioners were asked if they – as people with experience and expertise with these events – would agree.

Advice for practice

Authenticity

- **When the question of authenticity was put to a panel of 38 experienced practitioners they overwhelmingly agreed that careers events were most effective when the presenter was clearly someone from the world of work.**

Age

- **The panel of experienced practitioners overwhelmingly agreed that careers events are especially effective if they take place before students have to make decisions about their futures (e.g. at 14, 16, 18)**

Careers talks

- **Talks can be very effective in broadening career aspirations, exposing young people to options that may not have previously considered. When asked, 65% of teachers in our survey agreed that careers talks worked the best to raise the aspirations of students**

Careers carousels

- **Surveyed teachers for this report agreed that careers carousels are more effective than the two other types of careers events for students who lack confidence and for students aged under 15**
- **This may explain why careers carousels are routinely seen in our surveys of students and careers practitioners as most helpful in improving career awareness and educational engagement compared to other careers events.**

Q1: Careers events in general (careers fairs, talks, carousels) are more effective when...The presenter is clearly someone from the world of work.

| | Strongly agree | Agree | Don't know | Don't think it makes a difference | Disagree | Strongly Disagree | Total |
|--------|----------------|-------|------------|-----------------------------------|----------|-------------------|-------|
| Number | 22 | 15 | 0 | 1 | 0 | 0 | 38 |
| % | 57.8% | 39.5% | 0% | 2.7% | 0% | 0% | 100% |

Q2: The more careers events (careers fairs, talks, carousels) a student attends the better.

| | Strongly agree | Agree | Don't know | Don't think it makes a difference | Disagree | Strongly Disagree | Total |
|--------|----------------|-------|------------|-----------------------------------|----------|-------------------|-------|
| Number | 12 | 20 | 2 | 2 | 1 | 1 | 38 |
| % | 31.6% | 52.6% | 5.3% | 5.3% | 2.6% | 2.6% | 100% |

Q3: Careers events (careers fairs, talks, carousels) are especially effective if they take place before students to have make decisions about their futures (e.g. at 14, 16, 18)

| | Strongly agree | Agree | Don't know | Don't think it makes a difference | Disagree | Strongly Disagree | Total |
|--------|----------------|-------|------------|-----------------------------------|----------|-------------------|-------|
| Number | 18 | 16 | 0 | 3 | 1 | 0 | 38 |
| % | 47.4% | 42.1% | 0% | 7.9% | 2.6% | 0% | 100% |

Q4: It is important to prepare students well for careers events (careers fairs, talks, carousels)

| | Strongly agree | Agree | Don't know | Don't think it makes a difference | Disagree | Strongly Disagree | Total |
|--------|----------------|-------|------------|-----------------------------------|----------|-------------------|-------|
| Number | 18 | 18 | 1 | 0 | 1 | 0 | 38 |
| % | 47.4% | 47.4% | 2.6% | 0% | 2.6% | 0% | 100% |

Q5: It is important to manage the way that students engage with careers events (careers fairs, talks, carousels)

| | Strongly agree | Agree | Don't know | Don't think it makes a difference | Disagree | Strongly Disagree | Total |
|--------|----------------|-------|------------|-----------------------------------|----------|-------------------|-------|
| Number | 16 | 19 | 1 | 0 | 2 | 0 | 38 |
| % | 42.1% | 50% | 2.6% | 0% | 5.3% | 0% | 100% |

Q6: It is important to follow up with students after careers events (careers fairs, talks, carousels)

| | Strongly agree | Agree | Don't know | Don't think it makes a difference | Disagree | Strongly Disagree | Total |
|--------|----------------|-------|------------|-----------------------------------|----------|-------------------|-------|
| Number | 12 | 23 | 2 | 0 | 1 | 0 | 38 |
| % | 31.6% | 60.5% | 5.2% | 0% | 2.6% | 0% | 100% |

Q7: Careers talks are a great way of broadening the career aspirations of students

| | Strongly agree | Agree | Don't know | Don't think it makes a difference | Disagree | Strongly Disagree | Total |
|--------|----------------|-------|------------|-----------------------------------|----------|-------------------|-------|
| Number | 21 | 16 | 1 | 0 | 0 | 0 | 38 |
| % | 55.3% | 42.1% | 2.6% | 0% | 0% | 0% | 100% |

Q8: Careers carousels are more effective than other types of careers events (eg, talks, fairs) because students have to speak with, and listen to, employee volunteers

| | Strongly agree | Agree | Don't know | Don't think it makes a difference | Disagree | Strongly Disagree | Total |
|--------|----------------|-------|------------|-----------------------------------|----------|-------------------|-------|
| Number | 5 | 19 | 7 | 5 | 2 | 0 | 38 |
| % | 13.2% | 50% | 18.4% | 13.1% | 5.3% | 0% | 100% |

Q9: Careers carousels are more effective than other types of careers events (eg, talks, fair) for students who lack confidence.

| | Strongly agree | Agree | Don't know | Don't think it makes a difference | Disagree | Strongly Disagree | Total |
|--------|----------------|-------|------------|-----------------------------------|----------|-------------------|-------|
| Number | 1 | 21 | 6 | 3 | 6 | 1 | 38 |
| % | 2.6% | 55.3% | 15.8% | 7.9% | 15.8% | 2.6% | 100% |

Q10: Which type of careers event do you think works better for students aged under 15?

| Event type | Number | % |
|------------------|--------|-------|
| Careers fair | 11 | 29% |
| Careers talk | 7 | 18.4% |
| Careers carousel | 20 | 52.6% |
| Total | 38 | 100% |

Q11: Which type of careers event do you think works better for students aged over 16?

| Event type | Number | % |
|------------------|--------|-------|
| Careers fair | 17 | 44.7% |
| Careers talk | 10 | 26.3% |
| Careers carousel | 11 | 29% |
| Total | 38 | 100% |

Q12: Which type of careers event do you think works best for students who are uncertain about their career aspirations?

| Event type | Number | % |
|------------------|--------|-------|
| Careers fair | 9 | 22.7% |
| Careers talk | 6 | 15.8% |
| Careers carousel | 23 | 60.5% |
| Total | 38 | 100% |

Q13: Which type of careers event do you think works best to help raise the aspirations of students?

| Event type | Number | % |
|------------------|--------|-------|
| Careers fair | 5 | 13.2% |
| Careers talk | 23 | 60.5% |
| Careers carousel | 10 | 26.3% |
| Total | 38 | 100% |

Education and Employers

Quantum House
22-24 Red Lion Court
Fleet Street
London EC4A 3EB
Telephone 0207 566 4880

 [@Edu_EResearch](https://twitter.com/Edu_EResearch)

www.educationandemployers.org