**Written evidence submitted by the Borough of Poole (BYC009)**

**‘Preparing for the Future’**

**Bournemouth & Poole Youth Project Report 2017-2018**

**Youth Survey and Focus Groups Findings**

**Introduction:**

Between the period of December 2017 to February 2018 24 schools in Bournemouth and Poole were invited to take part in the Youth Survey and Focus Group sessions. A total of 19 schools from across Bournemouth and Poole participated along with a number of young people from Bournemouth and Poole College.

The purpose of the survey was to obtain young people’s views on: -

* Current Careers Support received,
* How well informed they felt about all the options available to them,
* What was lacking,
* Their thoughts about University, Apprenticeships and running their own business,
* Their thoughts about the future of employment in the UK

The report has been separated into two sections: Section 1 is based on the findings from the Youth Survey and Section 2 is based on the results from the Focus Groups.

**Key Findings:**

* There were several popular themes that were apparent through both the Youth Survey and the Focus groups that took place. They were as follows:
  + Lack of IAG support around GCSE options and the link between courses/qualifications to jobs/career paths:
    - Need for information on which course/qualifications relate to which career paths
    - IAG to be provided from Year 7/8 to enable young people to make well informed decisions about GCSE option
    - From Year 9/10 young people need to be aware of the Post 16 options that are available
    - Young people would like to know what to expect and when e.g. Year 9 options choices, etc. They want a pathway from year 7 to year 13/14
  + Careers advice delivered too late:
    - IAG/Careers support being made available towards the end of KS4 and KS5 - resulting in young people being ‘confused’ about what to do/choose
    - No support / guidance / information available to lower year groups
  + Requirement for greater Online resources:
    - Young people would like to be able to access impartial careers information online – what happens and when it happens in your educational career
    - Young people would like to know what is on offer in other educational establishments and not just in their own school
  + Impartial, honest and ‘real’ advice:
    - Young people want unbiased views of all the options available to them
    - Young people want to know about ‘real life’ experience of students that are in University and people in jobs (those that have just left education)
    - Young people want older students views on GCSEs /Post 16 courses undertaken and whether they were the right/wrong choice and why
  + Young people look to family/friends for advice and guidance about their future choices:
    - Young people feel that their friends/family know them better than their teachers and/or careers advisors.
  + Not enough 1-2-1 support available
    - Young people would like personal 1-2-1 IAG
    - IAG that is based on their strengths, interests and aspirations and not a generic approach
  + Although **‘Friends’** are a popular choice for young people to speak to regarding future choices/decisions, young people will not be influenced by the choices that their friends make. The most common influencers for young people were:
    - ‘Having a future that I enjoy’
    - ‘Making most money’
    - Work/Life Balance
  + Young people are unsure about running their own business and for those who were sure about running their own business 29.5% did not think it would be their only job and 46% did not know if it would their only job.
  + 64% of young people were either unsure or would not pursue an Apprenticeship. Most common reasons were because they wanted to go on to university or undertake an academic qualification. Other comments were:

*"Because that I have good grades and don’t want them to go to waste"*

*"Because I would rather graduate as contractors would choose a person with a degree over an apprentice"*

*"It takes longer to become qualified "*

**The Respondents:**

* A total of **1352** students responded to the Youth Survey, out of which just over half 51.2% (692) were female, 45.6% (616) were male and the remaining 44 (3.3%) respondents preferred not to say.
* Out of the 1352 respondents 467 (35%) attend schools in Bournemouth and 801 (59%) attend schools in Poole and the remaining 84 (6%) either attend the Bournemouth and Poole College or undertake Training/Apprenticeship qualification in a Bournemouth or Poole educational establishment/institution.

* The chart below provides a breakdown of the respondents by academic year group. It can be seen that the majority of respondents are in Years 9-10, with the highest response rate from Year 9 – 29.1%.

**Part 1: Youth Survey**

**Q: Do you have a clear understanding of what you want to do next in relation**

**to Education, Employment and Training?**

Respondents were asked whether they had a clear understanding of what they wanted to do next in relation to education, employment and training.

The responses available had a rating between 1 – 10, where:

**1**

Absolutely **NO** idea

**10**

I know **EXACTLY** what I want to do

* The total proportion of respondents who indicated to:
  + Having ‘No Idea’ about what to do next equated to **13.9%**
  + Having ‘Some sort of Idea’ about what to do next equated to **43.3%**
  + Knowing ‘What they wanted’ to do next equated to **42.8%**

The table below provides a breakdown of the responses by respondent year group.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Grand Total |
| Year 9 | 32 | 14 | 34 | 35 | 67 | 41 | 50 | 65 | 28 | 28 | 394 |
| Year 10 | 27 | 11 | 16 | 33 | 39 | 27 | 51 | 53 | 25 | 31 | 313 |
| Year 11 | 5 | 5 | 7 | 18 | 38 | 22 | 33 | 69 | 36 | 57 | 290 |
| Year 12 | 3 | 6 | 7 | 7 | 13 | 13 | 24 | 27 | 16 | 15 | 131 |
| Year 13 | 6 | 5 | 3 | 4 | 12 | 12 | 23 | 32 | 34 | 42 | 173 |
| Other Year Group | 1 | 1 | 2 | 4 | 4 | 2 | 4 | 3 | 1 | 4 | 26 |
| Did not specify | 2 | 1 | 0 | 2 | 5 | 1 | 1 | 3 | 3 | 7 | 25 |
| Total | **76** | **43** | **69** | **103** | **178** | **118** | **186** | **252** | **143** | **184** | **1352** |
| % | **5.6%** | **3.2%** | **5.1%** | **7.6%** | **13.2%** | **8.7%** | **13.8%** | **18.6%** | **10.6%** | **13.6%** | **100.0%** |

The following can be seen:

* + Rating 8 received the highest proportion of responses– **18.6%.**
  + Rating 2 received the least proportion of responses – **3.2%**
  + **20%** of Year 9 and **17%** of Year 10 respondents indicated that they had ‘No Idea’ about what to do next (rating 1-3), compared to **6%** in Year 11 and **8%** in Year 13.
  + **67%** of Year 12 and **62%** of Year 13 respondents indicated that they ‘Knew what they wanted’ to do next (rating 8-10), compared to **31%** in Year 9 and **35%** in Year 10.
  + From those respondents that provided a rating of 10 ‘I know exactly what I want to do’ next, Year 11 and Year 13 were the two year groups which provided the highest number of responses – **57** for Year 11 and **42** for Year 13.

**Questions raised by the Findings:**

* The number of respondents that indicated that they had ‘No Idea’ about what to do next were in Years 9 and 10, is this due to:
  + Lack of IAG support around GCSE options and the link between courses/qualifications to jobs/career paths?
  + The need to start CEIAG much earlier?
  + Need for work experience opportunities for all young people?
  + Not enough 1-2-1 support?
  + If young people look to family/friends for advice is all the information available for them to provide the appropriate help and guidance?

**Q: How do you feel about making choices about what to do next?**

Respondents were asked how they felt about making choices about what to do next.

The responses available had a rating between 1 – 10, where:

**1**

Extremely **Confused**

**10**

Totally **PREPARED**

* The total proportion of respondents who indicated to:
  + Being ‘Confused’ about making choices about what to do next equated to **13.4%**
  + Having ‘Some sort of Idea’ about making choices about what to do next equated to **54.7%**
  + Being ‘Totally prepared’ about making choices about what to do next equated to **31.9%**

The table below provides a breakdown of the responses by respondent year group.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Grand Total |
| Year 9 | 25 | 15 | 32 | 46 | 77 | 46 | 65 | 51 | 24 | 13 | **394** |
| Year 10 | 14 | 13 | 22 | 32 | 52 | 41 | 58 | 37 | 27 | 17 | **313** |
| Year 11 | 6 | 8 | 13 | 21 | 39 | 39 | 47 | 70 | 22 | 25 | **290** |
| Year 12 | 5 | 3 | 11 | 11 | 19 | 21 | 24 | 21 | 14 | 2 | **131** |
| Year 13 | 5 | 3 | 3 | 4 | 20 | 17 | 33 | 41 | 28 | 19 | **173** |
| Other Year Group | 0 | 0 | 0 | 4 | 7 | 3 | 2 | 8 | 1 | 1 | **26** |
| Did not specify | 2 | 0 | 1 | 0 | 3 | 5 | 3 | 2 | 2 | 7 | **25** |
| Total | **57** | **42** | **82** | **118** | **217** | **172** | **232** | **230** | **118** | **84** | **1352** |
| % | **4.2%** | **3.1%** | **6.1%** | **8.7%** | **16.1%** | **12.7%** | **17.2%** | **17.0%** | **8.7%** | **6.2%** | **100.0%** |

The following can be seen:

* + **18%** of Year 9, **16%** of Year 10 and **15%** of Year 12 respondents indicated that they were ‘Confused’ about making choices about what to do next (rating 1-3), compared to **6%** in Year 13.
  + **51%** of Year 13 and **40%** of Year 11 respondents indicated that they were ‘Prepared’ about making choices about what to do next (rating 8-10), compared to **22%** in Year 9.
  + From those respondents that provided a rating of 10 ‘I know exactly what I want to do’ next, Year 11 and Year 13 were the two year groups which provided the highest number of responses – **25** for Year 11 and **19** for Year 13.

**Questions raised by the Findings:**

* A greater proportion of Year 9 and Year 10 respondents indicated that they were **‘confused’** about making choices about what to do next compared to their counterparts in Years 11 and 13. Is this due to:
  + IAG/Careers support being made available towards the end of KS4 and KS5
  + Not enough support / guidance / information available to lower year groups
* Should schools consider providing more Careers advice and/or support and/or access to online resources to young people from Year 8?
* Should Careers Advice/Support be the responsibility of every subject teacher?

**Q: Who would you talk to when making decisions about what you do next in relation to**

**education, training or employment?**

Respondents were asked who they would talk to when making decisions about what they would do next in relation to education, training or employment.

The chart below provides an illustration of their responses.

The following can be seen:

* Parent/Carer was the most popular choice at 32.8% (1156 responses).

*My parents is giving me so much support and that is giving me motivation to work even harder and achieve higher heights.*

*Parents helping me*

* The following two top choices were: ***Friend*** **18.6%** (653 responses) and ***Teacher*** **17.4%** (614 responses).
* ***Careers Advisor*** in School was the fourth most popular choice at **12.4%** (436 responses).
* Youth Workers and Online Advisors were the least popular choices for young people, however a number of young people did indicate that they use Online careers support:

.

*Use online websites and books to find my answer to what I am looking for like what schools to take and which university is best for me*.

**Questions raised by the Findings:**

* If Parents/Carers are the most popular choice for young people to talk to about next steps – do parents/carers feel well informed of all options that are currently available for them to provide IAG?
* Why are Careers Advisors so far down the pecking order for advice when they are trained in that area? Do the young people not have enough confidence in them? Do young people feel that the Careers Advisors do not know them well enough to provide them with appropriate IAG?

**Q: Describe what support you would find helpful when making decisions on your future**

Respondents what support they would find useful when making decisions about their future. A total of 1324 responses were received which were categorised into the 14 areas illustrated in the chart below.

The top 3 categories/areas which were identified as being helpful when making a decision are as follows:

1. **20.1% (266)** of respondents indicated that they would benefit from greater access to staff and careers sessions
2. **13.3% (176)** of respondents indicated that they would like to have information available on all the options available to them and other career paths
3. **12.7% (168)** of respondents indicated that they felt that the current support was ‘Good’.

*I would find it helpful by having different people come from different companies and give us (at school) and introduction to what they do and what that area of work does.*

*The current support in my school is from our (amazingly enthusiastic) careers adviser which is useful*

*I would find it helpful by having different people come from different companies and give us(at school) and introduction to what they do and what that area of work does.*

*I think there should be more advice and internet advice and careers advice which should be compulsory to all students*

*More info on apprenticeships*

*We have a careers adviser and he is in contact with the top 30 or so students however he is not readily available due to him having the whole school to deal with*

**Questions raised by the Findings:**

* How best to managing student expectations of what Careers Advice the schools will provide?
* How best to manage the sign posting of IAG resources for students to use?
* How to encourage visits to schools for IAG sessions from ex-students and local businesses?

*An easily accessible booklet that tells you what GCSEs / a levels you need to become your chosen career.*

More information about other options than university

**Questions raised by the Findings:**

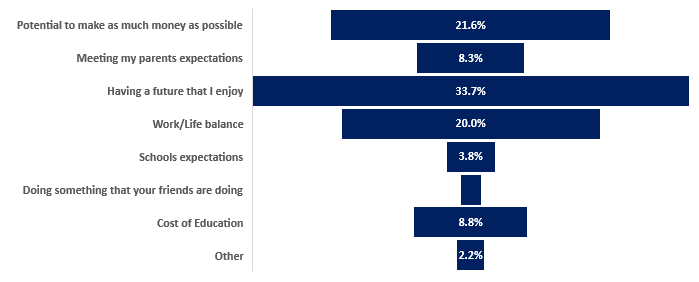
* How best to managing student expectations of what Careers Advice the schools will provide?
* How best to manage the sign posting of IAG resources for students to use?
* How to encourage visits to schools for IAG sessions from ex-students and local businesses?
* Is there external funding such as NCOP money to provide additional IAG / Careers advice?

**Q: Which things have (or would) influenced you when making decisions about your**

**future?**

Respondents were asked which things have (or would) influenced them when making decisions about their future.

The chart below provides an illustration of their responses.



**1.6%**

The following can be seen:

* The most popular decision influencer for respondents was ***‘Having a future that I enjoy’***, **33.7%** (1193 responses)
* The second most popular decision influencer was ***‘Potential to make as much money as possible’***, 21.6% (765 responses) followed by ***‘Work / Life balance’***, 20.0% (707 responses).
* The least important factors which influenced respondent’s decision making process were: ***‘Doing something that friends are doing’*** – 1.8% and ***‘Schools expectations’*** – 3.8%

**Questions raised by the Findings:**

* **‘Having a future that I enjoy’** was the most popular influencer in the young person’s decision making process, therefore the support that is currently being provided by schools needs to be evaluated and the following questions should be considered:
  + what can be/ is being done to ensure that they are receiving the right support to equip them with the tools to make the most appropriate choices?
  + Should IAG be a more personal 1-2-1 support?
  + Is the information available to the young people sufficient? Is the school aware of all the career resources that are potentially available online/by other services that they could communicate to young people?
* **‘Making most money’** and **’Work/Life balance’** were important for young people, are the following resources / information available to young people:
  + Career paths and qualifications required
  + Money management
  + What they consider to be work life balance and how they could achieve this
  + Future salary forecasts and job opportunities

**Q: How would you rate the support you currently receive from your school/college to make**

**informed decisions about your next steps in relation to education, training or**

**employment?**

Respondents were asked how they would rate the support that they currently receive from their school/college to make informed decisions about their next steps in relation to education, training or employment.

The responses available had a rating between 1 – 10, where:

**1**

**What Support?**

**10**

I get the **Exact Support** that I need

* The total proportion of respondents who indicated to:
  + ‘What Support’ with regards to the support currently received equated to **19.4%**
  + Having ‘Some sort of Support’ with regards to the support currently received equated to **52.5%**
  + Receiving ‘Exact Support required’ with regards to the support currently received equated to **28.1%**

The table below provides a breakdown of the responses by respondent year group.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Grand Total |
| Year 9 | 38 | 36 | 37 | 57 | 60 | 37 | 39 | 44 | 27 | 19 | **394** |
| Year 10 | 14 | 20 | 35 | 33 | 43 | 37 | 53 | 39 | 19 | 20 | **313** |
| Year 11 | 7 | 7 | 17 | 17 | 47 | 36 | 60 | 53 | 24 | 22 | **290** |
| Year 12 | 6 | 7 | 10 | 19 | 20 | 19 | 20 | 15 | 7 | 8 | **131** |
| Year 13 | 4 | 8 | 9 | 15 | 18 | 22 | 38 | 35 | 13 | 11 | **173** |
| Other Year Group | 1 | 0 | 1 | 5 | 3 | 2 | 1 | 5 | 5 | 3 | **26** |
| Did not specify | 4 | 1 | 0 | 2 | 1 | 1 | 5 | 3 | 2 | 6 | **25** |
| Total | **74** | **79** | **109** | **148** | **192** | **154** | **216** | **194** | **97** | **89** | **1352** |
| % | **5.5%** | **5.8%** | **8.1%** | **10.9%** | **14.2%** | **11.4%** | **16.0%** | **14.3%** | **7.2%** | **6.6%** | **100.0%** |

The following can be seen:

* + **34%** of respondents in Year 11 and **34%** of respondents in Year 13 indicated that they **‘get the exact support that they need’**.
  + **20%** of Year 9 and **17%** of Year 10 respondents indicated that they had ‘No Idea’ about what to do next (rating 1-3), compared to **6%** in Year 11 and **8%** in Year 13.
  + **67%** of Year 12 and **62%** of Year 13 respondents indicated that they ‘Knew what they wanted’ to do next (rating 8-10), compared to **31%** in Year 9 and **35%** in Year 10.
  + From those respondents that provided a rating of 10 ‘I know exactly what I want to do’ next, Year 11 and Year 13 were the two year groups which provided the highest number of responses – **57** for Year 11 and **42** for Year 13.

**Questions raised by the Findings:**

* A greater proportion of respondents in Years 11 and 13 indicated that they **‘get the exact support that they need’** compared to their counterparts in the other year groups, is this is due to:
  + IAG/Careers support being made available towards the end of KS4 and KS5
  + Not enough support / guidance / information available to lower year groups
* Again the question of whether careers advice/support should be provided from Year 8 or even earlier is raised.

**Q: “My school has taught me the skills and knowledge to make informed career choices for myself?”**

Respondents asked to indicate whether they agreed or disagreed with the question ‘My school has taught me skills and knowledge to make informed career choices for myself?’

Respondents were segregated by the area in which the school is located and responses are detailed in the chart below.

The following can be seen:

* Over half **(53%)** of respondents indicated that they **‘Agreed/Strongly Agreed’** that the school had taught them the skills and knowledge needed to make informed career choices for themselves.
* A greater proportion of respondents from Bournemouth Schools **‘Agreed/Strongly Agreed’** compared to their counterparts in Poole – **57.8%** of respondents from schools in Bournemouth compared to **49.5%** from schools in Poole.
* A greater proportion of respondents from schools in Poole ‘**Disagreed/Strongly Disagreed’** that the school had taught them the skills and knowledge needed to make informed career choices for themselves compared to their counterparts in schools in Bournemouth – **32.3%** in Poole compared to **21.5%** in Bournemouth.

**Q: How valuable do you feel work experience placements are in helping you to make an informed choice about your future?**

Respondents were asked how valuable they felt work experience placements were in helping them to make informed choices about their future.

The responses available had a rating between 1 – 10, where:

**1**

**Not Valuable**

**10**

**Extremely Valuable**

* The total proportion of respondents who indicated to:
  + ‘Not Valuable’ with regards to the support currently received equated to **12.9%**
  + Having ‘Some Value’ with regards to the support currently received equated to **41.8%**
  + Receiving ‘Extremely Valuable’ with regards to the support currently received equated to **45.4%**

The table below provides a breakdown of the responses by respondent year group.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Not Valuable | |  |  |  |  |  |  |  | Extremely Valuable | |
|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **Grand Total** |
| Year 9 | 14 | 7 | 8 | 18 | 64 | 37 | 55 | 66 | 45 | 80 | **394** |
| Year 10 | 17 | 12 | 11 | 19 | 37 | 28 | 40 | 55 | 38 | 56 | **313** |
| Year 11 | 12 | 9 | 16 | 15 | 33 | 27 | 44 | 40 | 41 | 53 | **290** |
| Year 12 | 11 | 8 | 10 | 7 | 13 | 16 | 20 | 20 | 10 | 16 | **131** |
| Year 13 | 17 | 11 | 8 | 10 | 20 | 14 | 25 | 26 | 22 | 20 | **173** |
| Other Year Group | 0 | 0 | 0 | 1 | 2 | 5 | 3 | 5 | 5 | 5 | **26** |
| Did not specify | 3 | 0 | 0 | 1 | 7 | 2 | 2 | 3 | 1 | 6 | **25** |
| Total | **74** | **47** | **53** | **71** | **176** | **129** | **189** | **215** | **162** | **236** | **1352** |
| % | **5.5%** | **3.5%** | **3.9%** | **5.3%** | **13.0%** | **9.5%** | **14.0%** | **15.9%** | **12.0%** | **17.5%** | **100.0%** |

Respondents who rated work experience as **‘Extremely Valuable’** (score of 8-10) provided the following comments about their experience and the usefulness of their experience:

*‘It helps you with the future and give you some confidence and gives you an idea on what to do’*

*‘I did my work experience at a Dental Practice and it helped me to confirm that that was the career was definite I wanted to get into. Due to the nature of the work| I was only able to observe and wasn’t able to do much practically but even just observing helped me to make a decision about the course I want to do at university’*

*‘I completed my work experience in Year 10 whilst studying at Glenmoor Academy. For this I spent two weeks on an archaeological dig with Bournemouth University due to my love of history. I know now that this is not the career path for me but I am glad I had that experienced and that I am clearer now’*

*‘My time during work experience was incredibly valuable so I was so shocked when I heard not every schools does it. For myself I went to a business which specialised in a career I thought I wanted to pursue. However, I hated my week there. Although it was so enlightening. Despite my experience as to how I didn’t enjoy the environment, it was incredibly valuable. It was in a career I was thinking seriously about - and if I hadn’t had real life experience I would have taken totally different A-Levels and had a completely different career plan - only to realise when I would eventually be working there I wouldn’t enjoy it. I think it is one of the most valuable experiences the school has to offer and mine took place in year 10, which I think is a good age as you need to have it before you choose your A-Levels. My school is also having another week work experience in June for year 12&13’s which I am looking forward to which I think will be just as valuable’*

*‘I have applied for a work experience placement and so far I have learnt how to write a CV and a Covering Letter through the help from my teacher work experience advisers and career advisers. Through this experience so far I have learned different employment skills which employers are looking for; I found this very useful and important not only for this work experience but also for future employment. I also think that learning and knowing what to do in an interview is also very important and useful for future employment as well as shadowing workers in the work experience placement to know and see what they do as well as doing some work in the placement’*

*‘I am planning to study medicine and I found work experience in hospitals and GP practices really helpful in determining which aspects of the career attract me’*

*‘I completed my work experience in a company that mainly had electrical and mechanical engineers I loved being there even though it wasn’t exactly the area of engineering I want to go into. But the experience of having to apply to go in to company and then spending a week or more doing it in a work environment really gives life experience about what to expect when you go into work and also getting comfortable with application processes’*

Respondents who rated work experience as **‘Not Valuable’** (score of 1-3) provided the following comments about their experience:

*‘It was not useful at all| as I don’t want to work in a cafe when I’m older. We should be given life skill lessons not triangle lessons’*

*‘It is very difficult to get work experience in the fields I am interested in and therefore had to go with something completely irrelevant which didn’t teach me any valuable skills. Unlike previous years before me our school changed the way they structure work experience meaning that they no longer helped gather work experience unless you had planned to do it during a certain week in the holidays … as I had missed that week I was left alone to try and find work experience myself which was a bit of a disaster’*

*‘It was not at all useful as there were no options to do something I would consider doing in future. My interests being foreign languages and English literature I had a choice between Poole library service or Poole museum; very disappointing and discouraging’*

A number of respondents felt that since their school did not provide the support required for work experience opportunities:

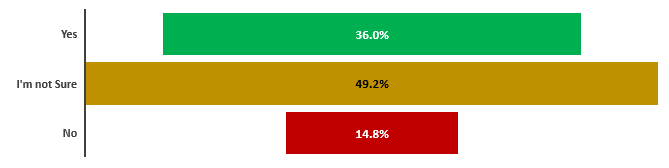
*‘The school doesn’t let us complete work placements anymore and if we want one we have to organise it ourselves and it has to be outside of school hours this has made it very difficult to get a work placement even though I feel a work placement would be really useful in building knowledge and confidence and helping students decide what kind of path they want to take’*

**Questions raised by the Findings:**

* How can the current offer of work experience be expanded?
* Is Post-16 Work Experience sufficiently included to meet the expectations of a study programme?

**Q: Have/would you explore the option of an apprenticeship?**

Respondents were asked whether they have or would explore the option of an apprenticeship. Responses received are illustrated in the chart below:



The table below details by year group the proportion of respondents that selected ‘**Yes’** to having/would explore the option of an apprenticeship:

|  |  |
| --- | --- |
| **Year Group** | **% ‘Yes’ to having/would explore the option of an apprenticeship** |
| Year 9 | 34% |
| Year 10 | 36% |
| Year 11 | 36% |
| Year 12 | 28% |
| Year 13 | 46% |

Respondents that indicated that they were **‘Not Sure’** were asked to provide an explanation as to why they were not sure, see a sample of responses below:

*‘Don’t lead to well paid jobs’*

*‘Waste of time with little potential benefits’*

*‘They seem useless’*

*‘There aren’t many apprenticeships available for the field of work I wish to go into’*

*‘Staying in education leaves more doors open for me’*

*‘Not as good as getting a degree’*

*‘My mom and dad says that it is better to go to University’*

**The Future…**

**Q: Having a degree will help me get a well paid job?**

Respondents were asked whether having a degree would help them get a well-paid job.

The total proportion of respondents who indicated that they:

* + ‘Disagreed/Strongly Disagreed’ that a degree would help them get a well-paid job equated to **12.7%**
  + ‘Didn’t know’ whether a degree would help them get a well-paid job equated to **13.6%**
  + ‘Agree/ Strongly Agreed’ that a degree would help them get a well-paid job equated to **73.7%**

**Q: Student debt could put me off studying for a degree - 43.7%** of respondents ‘Agreed/Strongly Agreed’ with the statement.

**Q: If you were to go to University which of the following reasons would most influence your subject choice?**

Respondents were asked if they were to go to University what would most influence their subject choice, responses of all 1352 respondents are illustrated below:

**Q: Running own business – likelihood?**

Respondents were asked what was the likelihood of them running their own business in the future - **31.4%** responded that it was ‘**likely/extremely likel**y’ and **46.8%** responded that it was **‘unlikely/extremely unlikely’**, the remaining 21.8% **‘Didn’t Know’**.

The respondents that indicated it was ‘likely/extremely likely’ or ‘unlikely/extremely unlikely’ about the likelihood of them running their own business, were then asked if they thought that running their own business would be their main job, **24.5% indicated ‘Yes’** and **29.5% indicated ‘No’.** The remaining **46%** of respondents **‘Didn’t Know’**.

**Q: How many jobs do you think you will have during your working life?**

Respondents were asked how many jobs they thought they would have during their working life. Just over half **(54.5%)** **of respondents thought that they will have 3-5 jobs** and **3%** **felt that they would have over 21 jobs**. See chart below for full response.

**1-2 jobs 3-5 jobs 6-10 jobs 11-20 jobs 21+ jobs**

**Part 2:**

**Focus Groups**

**‘Preparing for the Future’ workshop Report**

*“If we knew more now we would have some time to think about where we might like to go”*

*“School should put education into a bigger perspective earlier on”*

**Participants:**

Workshops were offered to all mainstream, and special, secondary schools across Bournemouth and Poole. We requested groups of up to 20 students and for students to be in Years 9 – 13s. Schools were able to select how many workshops they required and whether they targeted certain year groups, several year groups for one workshop per year, or provided a mixed group from across the requested years for one workshop.

The following schools hosted workshops,

1. Avonbourne College
2. Bournemouth and Poole College
3. Bournemouth School
4. Bournemouth School for girls
5. Carter Community School (2 workshops)
6. Corfe Hills School (2 workshops)
7. LeAF Studio (4 workshops)
8. Montecute Special School
9. Oak Academy
10. Parkstone Grammar School (2 workshops)
11. Poole Grammar School (5 workshops)
12. St Aldhelm's Academy
13. St Edwards RC/VA CE School (2 workshops)
14. St Peter's Catholic School
15. The Bourne Academy (2 workshops)
16. The Quay School
17. Victoria Special School
18. Winchelsea Special School (3 workshops)

Overall, 486 young people participated in a total of 31 workshops between November 2017 and March 2018[[1]](#footnote-1). 64% of the 486 participants were in a Poole School. An individual write up of the workshops was produced for each school.

At the end of the session students, who wished to get involved in a focus group to look at the final report, were asked to leave their emails address, 68 students from 12 different schools did so.

**Snapshot of ‘RAG’ (red, amber, green) rating and key messages on identified topics: [[2]](#footnote-2)**

Prior to the workshops the following topics were identified as key areas that could help prepare young people for their future working lives,

1. Work experience
2. CV Writing
3. Support with options for GCSE
4. Support with options after GCSE
5. Support with options after sixth form / college
6. Resilience
7. Interview Techniques
8. Apprenticeships
9. University selection and UCAS applications

During the workshops young people were asked to prioritise which topic they felt was the most important to prepare them for the future.

Across all the workshops the following 3 were prioritised most by groups,

1. Support with options for GCSE (19 groups)
2. Support with options for Post Sixth Form / college (18 groups)
3. University Selection and UCAS applications (16 groups)

33 of the 104 groups placed ‘resilience’ as the least important topic to prepare them for the future.

The following section provides examples of good practice that were mentioned by students, identifies messages we heard consistently across schools, and provides some recommendations the students made on how to improve their chances of being prepared for a successful future. Within the session groups were asked to ‘RAG’ rate how well they felt the topic had been covered. Colours indicated the following,

**Red** = Not covered at all

**Amber** = Covered but not effective

**Green** = Covered effectively

1. **Work Experience – 50% of groups rated this green[[3]](#footnote-3)**

* Nearly all students who had participated in work experience valued the experience, or the potential the experience could have had, to help them make informed decisions
* Issues were raised with lack of up to date lists of work experience opportunities and lack of support to identify an appropriate placement
* Students felt schools could provide references to support them in approaching companies when trying to identify a placement
* Students in schools without scheduled work experience felt they were missing out and called for it to be introduced
* Some suggested lessons on ‘what would make a good placement’

1. **CV Writing – 40% of groups rated this red (27% green and 33% amber)**

* Many students felt they had received no feedback on the CV they had written.
* Numerous times students mentioned doing these in Year 10 (many in preparation for work experience) and then never revisiting within the classroom environment.
* Some students felt schools should provide more opportunities for extra curricula activities to enable students to have additional things to include on a CV
* St Aldhelm’s students rated this highly and shared an example of it being covered in English rather than PSHE which they welcomed.

1. **Support with options for GCSE – 47% of the groups rated this amber (36% green and 17% red)**

* Ways to prevent frustrations with limited options needs to be explored – particularly in the smaller schools
* Many young people felt this was a rushed choice and several felt unsupported
* Majority of students in schools where GCSE options were made in Year 8 felt it was too early. This opinion was shared by all years.
* Students in Corfe Hills mentioned a poster campaign that was displayed round their school as something that was useful in helping making decisions about future career choices / choosing relevant GCSEs.
* Parkstone Grammar students acknowledged the help from Year 11 students as useful.
* Students at Bournemouth School for girls and Poole Grammar commented on the benefits of being able to change GCSE options if they felt they had made the wrong choice.

1. **Support with options after GCSE – 36% rated this green (33% amber and 20% red)**

* Some students felt work experience placements could be selected with more thought about post 16 pathways
* Many students from schools with Sixth forms asked for less bias from teachers towards them remaining / taking their subjects. Many felt that although it probably was the best option for them, they would have preferred an approach that shared all options and allowed individuals to explore the pros and cons of each in a support unbiased way.
* There was a call for more information on apprenticeships across the majority of schools.
* Students want more information and more realistic taster sessions on new subjects
* Taster sessions at other sixth forms / colleges was requested
* Many young people wanted to start the process of thinking about their pathways through education at an earlier point.

1. **Support with options after sixth form / college – 45% rated this red (32% amber and 23% green)**

* More information about financial grants / options was suggested as useful at this point.
* Again students reiterated the message that they wanted the process of thinking about their future to begin earlier in a more joined up manner.
* Students felt it would be worthwhile for the offer to include information about gap years
* Less of a university focus was requested by many.

1. **Resilience – 39% rated this amber (31% green and 30% red)**

* There was mixed feeling about if it was taught. Young people either had a clear idea on what it was or no idea
* The younger students across most schools appeared to have a greater understanding of the term and what it meant.
* It was rated low / not a priority for many - where students rated ‘resilience’ as something that was well taught they seemed to think it was not a priority / schools responsibility
* Students in Corfe Hills mentioned their ‘Anti-Bullying’ policy as a way that resilience was addressed within school; those in LeAF studio felt their behaviour policies covered it well.
* Older students / motivational examples were highlighted as a way that schools could encourage resilience rather than assemblies.
* Students felt that lessons could cover – self confidence, motivation and inspiration and not just resilience.
* There was a request from a few to be able to have their CAMHS appointments in school and topic specific support groups
* Carter Students felt the assemblies prepared by older students addressed the topic well and Bourne Academy students discussed their ‘ASPIRE’ days as good practice

1. **Interview techniques – 60% rated this red (23% amber and 17% green)**

* It was suggested that interview on interests for later in life (aspirations) would be a good way of thinking about future and practising interviews.
* Students asked for subject based interview practice.
* Peer interviews was suggested as an idea for improving interview skills, although some felt it was key to practice with people they felt comfortable with.
* Carter Community school students shared their involvement in staff interviews as a good way of gaining skills and understanding the process, some felt more students should have the opportunity to do so.
* Students at Avonbourne College felt the interview days that they held were brilliant at preparing them.

1. **Apprenticeships – 45% rated this red (43% amber and 12% green)**

* Grammar students felt this wasn’t seriously presented as an option and where it was ‘JP Morgan’ was the only suggestion
* It was suggested that work experience could be utilised more effectively to promoted / introduce apprenticeship opportunities
* Work place trips were suggested as a way to explore apprenticeships further
* Booklet / website of places that offer them locally
* Information on companies that welcome / support the apprenticeship route when recruiting
* Several students stated that everyone should get information on apprenticeships rather than targeted ones
* Students in Avonbourne College felt this was covered well in their school.

1. **University selection and UCAS applications – 47% rated this red (31% amber and 19% green)**

* Students felt this was again something that should be introduced earlier – some felt it might motivate students if they knew where they could go / what they could do
* Some felt it would be helpful to timetable UCAS lessons
* Chatrooms / portals were suggested as an option that could be developed to help
* The STARS programme at Bourne Academy was highlighted as a good way of promoting the university route.

Groups were also given the opportunity to add additional topics which they believed would help them prepare more effectively for their future working live. The following topics were mentioned repeatedly,

* Life skills - some included ‘Financial Skills’ as part of this, whilst others kept it separate.
* Support with securing part-time employment – ‘it helps with all aspects of preparing for the future’
* Mental Health / support with the stress of decision making.

**Thoughts and feelings on a changing future to prepare for[[4]](#footnote-4):**

Students in the Focus Groups were asked to provide a rating for 5 statements about the changing future.

The statements had a rating between 1 – 10, where:

**1 -3 =**

**Disagree**

**8-10 =**

**Agree**

**4-7 =**

**Neither**

The chart below details the statements and the responses received:

**28.3 %**

**9.2%**

**22.1%**

**34.8%**

**35.4%**

**29.5%**

**51.5%**

**55.0%**

**42.5%**

**45.3%**

**20.2%**

**61.3%**

**22.9%**

**19.3%**

* **Artificial intelligence (AI) will be a threat to your future working life**

Over a third **(35.4%) agreed** that AI would be a threat to their working life. However, just over half **(51.5%)** of students were unsure about this statement.

* **Schools should teach young people resilience to enable them to deal with disappointment in their working lives**

Over a third **(34.8%) agreed** with this statement, however it was this statement that created the most discussion and disagreement.

* **85% of jobs that will exist in 2030 haven’t been created yet**

There was no significant difference in the proportion of students who agreed and disagreed with this statement - **22.1% agreed** and **22.9% disagreed**. This statement created a lot of discussion but the main feeling was that 85% was too high as a prediction.

* **Brexit will have no impact on my future working life**

A significant proportion of students **(61.3%)** felt Brexit **would have an impact**, and it would be negative on their future working life.

* **A standard working week will be 37 hours, 9 – 5pm when you start working**

Most students were understandably unsure unless they knew what career they wanted to go into – **51.5% Neither agreed nor disagreed** with the statement.

**Additional Messages:**

There was a feeling across several of the schools that all the information was available through their school but they had to take the responsibility to hunt it out / ask for support. Many felt that the careers advisers could then provide a range of information but all too often it was subject teachers who would give their opinion based on what subjects students were good at rather than giving advice to help them think about what career they might want to go into.

Several students felt the advice they were given was tailored / shaped by what the school / specific teachers felt was the right route for them, rather than getting advice on all options and then advice on which was the one the school felt most suited. Notably, grammar students were made to feel that anything other than university wasn’t the norm.

There were mixed messages from students in the same year groups as to whether they had received information on certain topics and when it was best for schools to cover topics. It was also clear young people who move schools get a patchwork offer as there is no consistency across the conurbation of what is offered.

Across the schools, but most strongly in those who achieved the highest academic results, students expressed the need for the inclusion of life skills (with particular reference to financial knowledge) to be included in the curriculum. Several felt this was more important than any other topic in helping them prepare effectively for their futures and support their decision making processes. Young people questioned how they could make informed choices about whether they wanted to take out student loans for example, when they could not understand what the rate of repayment was.

Younger students in the grammar schools expressed more need to have these topics covered, in more depth from a younger age. Some non-grammar school students expressed the view that they were too young to think about much of this.

**Recommendations:**

* Drop in sessions making the careers advisor more approachable.
* The use of peers within the school that had previously been through the decision / experience was mentioned several times as a resource that could be utilised more effectively. It was even suggested that the process could be set up to benefit all involved. For example, students who had already done work experience being interviewed by young students who were yet to go on placement – this would provide a mock interview for the older student and information about work experience for the younger student.
* Several groups shared the need for schools to provide advice and support to explore – ‘what is the best route for me?’ The special schools in Poole showed excellent practice of how this could happen successfully, although it must be noted in most cases they are working with a much smaller young person : adult ratio.
* Greater support is needed for students to help them cope with the stress of decision making.
* Students asked for feedback on practice interviews they had done and CVs they had written. It became apparent in the majority of schools that feedback was not built into the process.
* There should be a clearer route for advice – what will you get when as you move through the school. It was suggested that a website that was generic to all local school was provided that was linked to the school site. Students could therefore see their school specific information, track their journey of when they would learn what, and where their key decisions were, but also easily switch to the same information as all other local students.
* Lessons that show different option pathways – provide comparisons / offer tools to analyse the advantages and disadvantages of each choice
* A better understanding should be taught about what opportunities were opened up by the options students selected
* Training for teachers, especially on the diversity of apprenticeships, ‘so they know how to give advice not just on their subject’, with the hope of creating less bias
* Case studies from students that have done work experience placements outlining the opportunity
* More work is needed to offer a package of PSHE that enables students to link and understand the correlation between different lessons to inform / feed into the bigger picture
* Several people in different schools said they welcomed the workshop as a chance to discuss the topics and wished there were more like it as it provided a holistic view of the offer they did / should get to help them prepare for the future.

*‘This workshop is the first time we have had support and it’s good we have finally done it’*

**Appendix 1 - Preparing for the future workshops**

Offer of one 45 mins workshop per school for up to 20 students. A longer workshop would also be welcomed. Schools can determine whether it’s a mixed group from year 10 plus or students all from one year.

5 mins: Welcome and intro to workshop (name badges on way in if waiting for a group to arrive). If not known ask for breakdown of group in relation to years. Note gender divide where relevant. Maybe ask how selected.

5mins: Ice breakers / getting into groups

* Given cards with a letter on (4 – 5 in a group), go round and use sentences only with that letter in to identify their group

10mins: What should schools do to prepare you for your future working life?

* Cards with suggestions and blank ones for them to add plus write any discussion on other side – including when it should be taught. Score how well?
* Work experience
* CV Writing
* Support with options for GSCE
* Support with options after GSCE
* Support with options after sixth form / college
* Resilience
* Interview techniques
* Apprenticeships
* University selection and UCAS applications

10 mins: Prioritise the sessions they think schools should provide (diamond ranking). Number and photograph.

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10mins: Agree / disagree & discuss

* A standard working week will be 37 hours, 9 – 5pm when you start working
* Brexit will have no impact on my future working life
* ’85% of jobs that will exist in 2030 haven’t been created yet’[[5]](#endnote-1)
* Schools should teach young people resilience to enable them to deal with disappointment in their working lives
* Artificial intelligence will be a threat to your future working life

5 mins: What will happen now, who would like to be part of a focus group to present and explore findings. Sign up on sheet on way out.

June 2018

1. Please see Appendix 1 for an outline of the workshop. This was adapted slightly depending on group size, length of the session, and ability of the participants. [↑](#footnote-ref-1)
2. During workshops students worked in groups of 3 – 6 on this activity [↑](#footnote-ref-2)
3. Where percentages don’t add up this is due to some groups rated a mix of two colours. [↑](#footnote-ref-3)
4. This activity was done as a whole group – not all young people participated in every question [↑](#footnote-ref-4)
5. Dell Technologies report 2017 (a similar report said 65% in 2013) [↑](#endnote-ref-1)