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**What's the evidence?
Comparing the impact of
career websites and other
career support**

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The University *of* Edinburgh

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career websites and other career support**

by

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Executive summary

Chapter 1: Introduction

- The use of ICT in career education and guidance is now well established, and the Scottish Government (SG), in common with governments elsewhere in the UK and beyond, has embraced ICT as a key element of its Career Information, Advice and Guidance (CIAG) policy.
- Skills Development Scotland (SDS) has been particularly pro-active in developing MyWOW and in using the website as part of a 'blended' CIAG service. The range and depth of professional career guidance services in Scotland is notable.
- Integral to the Scottish Government's redesigned approach is a move away from face-to-face provision for most clients to one where the majority will make use of online services with intensive face-to-face support concentrated on those most in need.
- Skills Development Scotland (SDS) uses a risk matrix to identify which pupils are in need of intensive face-to-face support. The matrix covers educational, family and social/economic factors; it does not include criteria related to career guidance needs.
- In its new service delivery model for schools SDS expects that all pupils will use the MyWorldofWork website (MyWOW), and that many will not need individual contact with a careers adviser.
- This research aimed to examine the use of career websites by S4 pupils and to measure the impact of the use of websites on their career management skills compared with other sources of careers information, advice and guidance. It replicated and extended a smaller piece of research in 2009.
- The research involved:
 - 1039 4th year pupils in 14 state secondary schools across Scotland; the schools and their authorities were broadly representative of the Scottish situation;
 - A 'before and after' online survey of the pupils in October/November 2012 and again in February/March 2013;
 - Group work with pupils (51) and interviews with staff in three of the 14 schools (the 'core' schools);
 - Key informant interviews.

SDS did not allow the research team access to its careers advisers.

- The online survey included a range of career-related, personal, educational, family and attitudinal questions. A key element was a set of questions to measure pupils' career management skills (CMS) asked in both surveys in order to measure any changes in pupils' CMS over the time period and to identify the factors that had contributed to these changes.

Chapter 2: Pupils' career-related experiences and interventions in S4

- S4 pupils used a range of sources of career information and advice. Most had discussed their career ideas with their parents; 61% had spoken to teachers, 29% had had an interview with a careers adviser, 23% had attended a careers adviser's drop-in session and 28% had made use of the careers library.
- 43% had used MyWOW; 32% had accessed Planit Plus, the other main careers website in Scotland.
- Less than 10% had used webchat or other non-face-to-face contact with careers advisers (eg telephone, text, email, Facebook or online chat).
- The extent of pupils' career-related activities varied in relation to a number of factors: gender; attainment; ethnicity; disability; extent of career focus; intended school leaving stage; planned post-school destination; parental education; living arrangements; truancy; attitudes to school; and school attended.
- Apart from speaking to their family, just under a fifth of pupils had not undertaken any other career-related activity. Non-activity was related to school attended; attainment (a higher proportion of low attaining pupils had no CIAG compared with mid and high attainers); and if pupils thought that their school was not giving them the confidence to make decisions.
- Pupils expected to use multiple sources of information and advice in the future, perceiving each to have particular strengths and uses. Families figured prominently and websites emerge as an important source especially for information purposes. It is clear, however that pupils did not perceive websites as replacing guidance from careers advisers and teachers or from family and friends, nor indeed to replace leaflets and books.

Chapter 3: Pupils' use of careers websites in S4

- There was considerable variation in the use of MyWOW. Variation across schools was marked (from 30% to 79%). Amongst pupils less likely to use MyWOW in S4 were: those who had no career ideas or whose ideas kept changing; those who did not think school was helping them develop confidence to make decisions; and those planning to stay on at school.
- Most pupils had used MyWOW with someone else (friends, teacher, or careers adviser) or in a class setting.
- Pupils used MyWOW alongside a variety of other sources. A higher proportion of MyWoW users had also used the careers library, spoken to teachers, and attended a drop-in session with a careers adviser compared with non-MyWoW users.
- It appears that some pupils are proactive in their career planning, using the full range of sources but others are less engaged and have a lower level of usage of all sources.
- Websites do not appear to be providing an alternative to those who do not want to use the more traditional CIAG sources.

- Most pupils who had used MyWOW responded that they would be likely or very likely to recommend it to friends and to use it again.
- A majority of pupils, including those who were low attaining, regarded MyWOW as helpful or useful for aspects of career planning, in particular getting information on jobs, courses and careers and helping to work out strengths and weaknesses.
- Just under a third of pupils had used PlanitPlus (32%); there was much less variation in its use than in respect of MyWOW. Variations did occur with respect to school attended (8% to 76%) and leaving date (with early leavers more likely to use PlanitPlus).
- Pupils were by far most likely to have used PlanitPlus with a teacher/in class, perhaps reflecting the way in which PlanitPlus is integrated into schools' PSE programmes.
- A majority of pupils who had used PlanitPlus were likely or very likely to recommend it to friends and to use it again.
- Like MyWOW, PlanitPlus was seen as useful in providing information on jobs, courses and careers and helping to work out strengths and weaknesses.

Chapter 4: Pupil perspective

- Qualitative data was gathered: from pupils via group discussions in the three core schools; and from the comments volunteered by just under a third of pupils from all the schools in the survey.
- A clear majority of pupils made positive comments about the use of careers websites.
- A small number of pupils noted a strong preference for websites as a way to get advice and information: for them the fact that websites did not judge their users was important.
- A significant minority of young people had concerns about the value of career websites to them, mostly based on the fact that career websites could not know the individual using them and could not respond to questions.
- Many pupils, weighing up the pros and cons of career websites, pointed out that career websites could be useful in some situations but not in others. The vast majority could see little value in using career websites when their career ideas were not clear.
- Most pupils in the group discussions appeared surprised by questions about the use of social media for careers; for them its purpose was primarily personal and social. Key concerns were: not knowing who was responding, whether they were being taken seriously, or if they could trust the responses.
- While pupils made positive comments about career websites, when asked where they would prefer to go to get information and advice on their career ideas, the most common first choice was parents or family, followed by the school careers adviser and then teachers. Career websites came further down the list, generally after prompting pupils to consider them as possible sources of information and advice.

- Given a choice about how they might get help from a careers adviser, almost all preferred direct personal contact, preferably one-to-one contact; a group discussion was their second preference. Their third choice was telephone contact.
- Pupils were, however, unclear about the role of the school careers adviser and how the careers adviser could help. There was also considerable uncertainty about access to services and puzzlement about why some pupils had had direct contact with a careers adviser when others had not.
- Pupils wanted support from ‘people who know you’ to whom they could speak openly. Parents and family and chosen teachers met this criterion. The extent to which the careers adviser fulfilled it was related strongly to pupils’ understanding of the careers adviser’s role and whether they felt they knew or recognised the careers adviser as a person.

Chapter 5: The views of staff

- This chapter draws on the interviews with staff in the three core schools and with relevant key informants.
- Staff generally understood that those at risk of not making a positive transition after school were the priority for SDS but did not think that pupils understood this. There were also concerns about whether prioritisation was fair, and whether it could actually identify pupil needs accurately. Those classified as ‘at least risk’ were thought to still need support, from either SDS or the school.
- Pupil support staff commonly used career websites within pupil interviews, particularly at key transition points. Both PlanitPlus and MyWOW were included to some degree in PSE, but PlanitPlus was more firmly built into PSE. It was more extensively used than MyWOW, largely because it had been designed for schools in a way that MyWOW had not been.
- All the staff identified positives about career websites: the range and quality of career information that websites could provide; the potential that websites had to broaden ideas; and the fact that career websites could also support teachers in their guidance role.
- It was thought that career websites have the potential to help to ensure a more even distribution of CIAG services to schools; to fill a gap in pupil support and PSE where school resources were tight; and reassure school managers that school staff were giving accurate information to pupils.
- While staff valued websites, they identified a number of limitations: pupils’ need for support in interpreting information and the importance of getting feedback on ideas; the need for personalised inputs, and the importance of encouragement and raising aspirations. There were also practical concerns regarding access and passwords.
- A key issue for staff was whether pupils would be proactive in their use of websites or whether this might need to be prompted by family or school staff. They thought use of career websites

would depend on whether pupils themselves recognised their need to do so, or were sufficiently confident and motivated.

- Staff were generally unconvinced by the suggestion that ICT was second nature to pupils, noting from experience that pupils needed a lot of help to use websites effectively.
- SDS provision for 2012/13 included *'ongoing support from MyWOW, webchat and customer contact centre'* but staff thought that pupils were not at the stage of using social media for CIAG. They were unsure about how this would work and had mixed views about whether using social media, telephone or email for CIAG was a good thing. Other concerns were about monitoring and protection issues, and the impartiality of information via social media.

Chapter 6: Measuring the impact of career websites

- The key question is whether use of career websites actually promotes young people's career management skills (CMS) – is there evidence of impact?
- A set of 32 questions in the survey assessed different aspects of pupils' CMS defined in terms of:
 - awareness of strengths, weaknesses and values;
 - opportunity awareness;
 - career planning readiness;
 - support and advice awareness;
 - application skills and knowledge.
- Statistical analysis demonstrated that use of the career websites had a limited impact over the time-frame of the study: taking all the other factors into account, pupils who used MyWOW had improved their score on one CMS (*support and advice awareness*) compared with non-MyWoW users but use of MyWOW made no difference to their score on the other four CMS.
- Use of PlanitPlus also had a positive impact on one of the five CMS: *opportunity awareness*.
- Pupils who had attended a clinic session with a careers adviser in the intervening period showed an improvement on three CMS compared with those who had not done so (*opportunity awareness, support and advice awareness and application, skills and knowledge*).
- Discussing their career ideas with a teacher also had a positive impact on pupils' score on four CMS: *awareness of strengths, weaknesses and values, support and advice awareness, career planning readiness and application, skills and knowledge*.
- Pupils who had consulted leaflets and books in the school careers library over the time-frame scored more highly on *all five career management skills* than pupils who had not done so.
- Discussion of their career ideas with their family in the time between the two surveys had a positive effect on pupils' scores on three CMS, improving their *awareness of strengths, weaknesses and values, opportunity awareness and career planning readiness*.
- The results demonstrate the value of the 'mixed economy' of CIAG. Pupils' scores on each career management skill were affected by several CIAG activities which they experienced.

- The results suggest that different types of input or activity may contribute more to certain CMS than to others.
- A number of individual level pupil factors made a difference to their CMS score in the second survey: attainment; extent of career focus, intended leaving date and post school plans.

Chapter 7: Conclusions

The need for evidence of impact and effectiveness

- Assessing the actual impact of CIAG provision can be more demanding than evaluations of clients' views but without doing so it is impossible to judge the effectiveness of any CIAG activity or input.

Recommendation 1: Scottish Government and SDS should evaluate CIAG policy and practice in terms of whether provision makes a demonstrable and positive impact on clients; client opinion and satisfaction measures are insufficient on their own.

Pupils' ability to use websites effectively

- Despite assumptions about young people as 'digital natives', this study (in line with other research) indicates that pupils' ability to use websites effectively in relation to their own career development is limited.
- There is a need to support pupils not only to develop their digital literacy skills but to do so in the context of their career development.
- There are major implications for the professional development of CAs and teachers to enable them to support clients in using digital technologies and to utilise them in their own work with pupils.

Recommendation 2: The professional career guidance community needs to give attention to experimenting with different ways of integrating web-enabled technologies into more 'traditional' approaches, including face-to-face guidance. SDS might consider developing a short training package on accessing and utilising career information which could be delivered in schools and also available on MyWoW.

A mixed system of careers provision

- Websites are most appropriately viewed as one element within a mixed system of career provision. Pupils expected to use different sources of CIAG for different purposes and while they might use websites (especially for information) they also wanted direct contact with a careers adviser.

- Key factors for pupils were: the importance of face-to-face contact; that the person they speak to should be knowledgeable; and, critically, that it should be someone who knows them and whom they, in turn, know.

Can websites meet the needs of all pupils?

- Current policy assumes that MyWoW (and associated webchat and contact service) can meet all the requirements of the majority of pupils but the evidence from the research does not support this policy.
- Face-to-face contact on a one-to-one basis with a careers adviser has a greater effect on pupils' career management skills than using MyWoW. As such, face-to-face approaches represent a better use of SDS resources.
- It is questionable whether career websites are sufficiently flexible to respond to the diverse range of users who each have their own particular abilities, interests and needs.

Recommendation 3: Given the positive impact that individual face-to-face contact with a careers adviser has, all pupils should be able to access such in-depth provision.

Targeting and prioritising

- Under current policy the identification of pupils for in-depth direct support from a careers adviser is based on a risk matrix which focuses on educational and socio-economic factors to identify pupils who may not achieve a positive post school transition. The evidence of this research is that these criteria need to be extended to include ones related to pupils' career thinking and development.

Recommendation 4: The Scottish Government and Skills Development Scotland should add career uncertainty to the risk matrix/needs criteria.

Some pupils are missing out on CIAG

- By March of S4, just under a fifth of the S4 pupils had no CIAG apart from talking to their family. Pupils in the lowest attaining group (a priority target for services) were most likely to miss out, suggesting that school and SDS targeting needs improvement. Lack of CIAG also affected mid- and high-attaining pupils.

Recommendation 5: A significant minority of pupils, especially those who might be most vulnerable, are missing out on CIAG. Schools, SDS and partner agencies need to improve the targeting of pupils and give more attention to monitoring pupils' access to CIAG inputs.

Considerable variation in levels of CIAG across schools

- The research reveals considerable variation across schools, not only in use of career websites, but also in the extent of contact with teachers and careers advisers and use of the careers library. This matters since the research shows that having CIAG inputs impacts positively on pupils' career management skills.

Recommendation 6: There is a need to record and monitor pupils' use of CIAG at the level of the individual pupil as well as at the school level to ensure that some pupils are not missing out.

Perceptions of careers advisers' role and availability

- Pupils were uncertain and confused about how and why they might access a careers adviser within school. This is important because those who did speak to a careers adviser improved on three of their career management skills.
- MyWOW has been designed to be part of a blended service, with personal support available via webchat and the call centre but pupils had little or no perception of the availability of this support. They did not appear to value webchat or call centre support as a way to access careers advice.

Recommendation 7: Along with changes to the risk matrix/needs criteria and greater availability of individual face-to-face contact with a careers adviser, the role of the school careers adviser needs to be explained more clearly to pupils and the profile of the careers adviser in schools raised.

Focusing on 'what works'

- An Outcome Indicator for SDS is to increase the level of career management skills of its clients. This research shows this has been achieved with respect to S4 school pupils. But career websites played a limited role in this compared with more traditional approaches including the use of leaflets and books in the school careers library.
- SDS is committed to focusing its resources on the services that make the most difference to clients; the evidence from this research indicates a case for re-focusing resources to:
 - developing different ways of integrating web-enabled technologies into more 'traditional' approaches, including face-to-face guidance;
 - developing careers libraries in schools;
 - enabling more individual face-to-face contact with a careers adviser for all pupils;
 - supporting teachers in their career development role with pupils.

Recommendation 8: Scottish Government and SDS should consider re-allocating resources to the aspects of provision where there is sound evidence of a positive impact on clients' career management skills.

Developing the evidence base

- As CIAG policy in Scotland and beyond is reformulated to give a central role to ICT, there is a lack of evidence on the effectiveness of this approach.
- In Scotland there is a need to extend the research on the impact of the different approaches to CIAG to S5 and S6 pupils and to a new S4 cohort as the service delivery model beds in and the first Curriculum for Excellence cohort moves into the senior phase. Such research is necessary if public resources are to be used to best effect.
- Scotland can be at the forefront of developing high quality CIAG through using careers websites more effectively alongside (but not replacing) personal face-to-face contact and other approaches.

Recommendation 9: Scottish Government should fund independent research to develop the evidence base on the effectiveness of different approaches to CIAG.

Chapter 1: Introduction

Background

The use of ICT in career education and guidance is now well established. It is seen as a way to extend the reach of CIAG, increase its efficiency and indeed, it is argued, to act as an ‘agent of change’ to ‘create new paradigms of careers support’ (Hooley, Hutchinson and Watts, 2010a p(i)). The opportunities offered by technology come at a time when the philosophy and practice of CIAG has moved towards the promotion of self-help by clients within the context of differentiated levels of provision according to individual client need (Sampson, Peterson, Reardon and Lenz, 2000; Sampson, 2005). Coupled with this has been a move away from the view of CIAG as about assisting individuals to make vocational choices to one that emphasises career development and the concept of ‘career management skills’ whereby individuals are helped to develop the skills, knowledge and attributes to enable them to actively manage their own careers, essential in a context of continuing economic, social and technological change.

These developments in CIAG thinking and the possibilities that ICT offers at a time when the public sector is required to use its resources more effectively have led the Scottish Government to embrace ICT as a key element of its CIAG policy, a decision mirrored in other countries. This approach is articulated in its framework for the service redesign and improvement of CIAG; this framework sets out the expectation that individuals should be helped to develop the necessary skills to manage their own career journeys and that Skills Development Scotland (SDS) should exploit interactive technologies to do so (SG, 2011). SDS has responded to these requirements: in its Corporate Strategy 2012/15, it states ‘...we are putting into practice a new model for delivering services. This approach aims to take advantage of the significant opportunities provided by new technology to redesign and better integrate our services. The launch of our new web service, My World of Work (MyWoW), in August 2011 was the first step in this redesign of our services’ (SDS, 2012a p9).

Integral to the redesigned approach is a move away from face-to-face provision for most clients to one where the majority will make use of online services with intensive face-to-face support concentrated on those most in need. The following statement from the SDS Corporate Strategy summarises the redesigned service:

“Our web service, My World of Work (MyWoW), is at the heart of this adaptable and personalised service. It gives us a way to reach many more customers in different contexts and settings... By supporting more individuals through MyWoW, our contact centre, and through partners’ services, we will be able to make sure we target the intensive support provided by our staff more effectively at those who need it most.” (SDS, 2012a p11)

SDS has also responded by developing (with partners) a Career Management Framework that it will use to inform the development and delivery of its career advice, guidance and information services and to underpin its work in supporting career management skills development with individuals and groups (SDS, 2012b). It is worth noting that the Career Management Framework will also impact on career education in schools since SDS expects schools to deliver lessons that develop career

management skills (CMS) with such lessons being 'shaped' by SDS (SDS, 2012a p12); it also expects that CMS will be built into lesson plans as part of Curriculum for Excellence.

As a result of the redesigned approach, the SDS service offer to schools is now defined in terms of a Universal Service and a Targeted Service (SDS, 2012a). The Universal Service is the provision that all pupils can access and includes 'ongoing support from MyWOW, webchat and customer contact centre' with referral to a careers adviser¹ where required (SDS, 2012a p10). The Targeted Service is more intensive provision for pupils who are identified as needing more support in making the transition from school to post school opportunities and includes a series of face-to-face interactions with a careers adviser on an individual and/or group basis. Pupils will therefore experience a different level and type of service from SDS depending on the assessment of their need and MyWOW is expected to play a key role for those assessed as at low risk of not making a positive transition. As SDS notes, the redesigned service represents a change from the previous arrangements whereby its service had been delivered mainly through face-to-face support.

The identification of pupils who need the Targeted Service is clearly a critical feature of the new system; this is carried out by careers advisers in consultation with school staff. Schools have their own risk matrix (using data in SEEMiS²) which categorises pupils on a traffic light system, with red for those at greatest risk and green for those at least risk of not making a positive post school transition and falling into the More Choices, More Chances category. This risk matrix is based on educational, family and social/economic information. In school session 2012-2013 SDS introduced its own matrix which focuses on similar types of information as that used by schools; in common with the schools' risk matrix the SDS matrix does not include information or criteria related to career guidance needs such as vocational uncertainty. During the school session, the terminology used by SDS for its categorisation of need changed from red, dark and light amber and green to maximum, medium and minimum risk. We come back to the issue of the identification of need at various points in this report.

This is the background and context to the research which we describe in the following sections.

The research

The research builds on an earlier, smaller scale study in 2009, funded by Careers Scotland (now reconstituted as part of Skills Development Scotland) which considered the impact of self-help services including the Careers Scotland website and PlanitPlus website on pupils' career management skills (Howieson et al., 2009). This research found less impact from the use of these websites than speaking to careers advisers and teachers, and using the careers library. Since then SDS has developed and introduced its new website MyWoW and, as outlined in the previous section, redesigned its service delivery to schools on the basis that all pupils will use MyWoW and many

¹ SDS has adopted the term 'School Coach' and 'Work Coach' to refer to careers advisers working with school pupils and post school clients respectively but 'careers adviser' is the terminology used by school staff and pupils and so is the term we use.

² The management information system used in Scottish schools.

might not need individual contact with a careers adviser. An up-to-date and more extensive study of career websites was therefore seen as timely by Unison, the main union representing professional careers advisers. Unison commissioned the Centre for Educational Sociology in August 2012 to carry out an independent study of the comparative use and impact of MyWoW and PlanitPlus.

Research aims

The research aimed to examine the use of career websites by S4 pupils and to measure the impact, of the use of websites on their career management skills compared with other sources of careers information, advice and guidance (CIAG).

Key questions for the research were:

- To what extent do pupils use career websites, for what purposes, and which groups of pupils are more or less likely to use such websites?
- What factors contribute to greater or lesser change in individuals' career management skills during the period of the research?
- What combination of career-related experiences and interventions are likely to lead to increased positive change in career management skills?
- What might be the implications for policy and practice of the results of the study?

Methodology

The research involved:

- 1039 4th year pupils in 14 secondary schools across Scotland in four different local authorities;
- a 'before and after' survey of the pupils in Oct/Nov 2012 and again in Feb/March 2013;
- group work with pupils (51) in three of the 14 schools (the 'core' schools);
- interviews with school staff in the three core schools;
- key informants interviews with: School Leaders Scotland; the Scottish Government; Unison; Scottish Councils Enterprise in Education Network; Scottish Parent Teachers Council; Education Gateway; ADES; and managers of SDS towards the end of the research.

The research schools

A total of 15 schools took part: the three schools involved in the 2009 research (the 'core' schools) and another 11 schools. These 11 schools were recruited in two ways: the two local authorities which had been involved in the earlier research agreed that other schools in their authorities might be approached and a further two local authorities willing for us to recruit schools in their area were identified via the Scottish Councils Enterprise in Education Network.

One of the 15 schools was only able to undertake the first survey; in the other 14 schools pupils completed both the surveys. All the findings presented in this report are based on the data from these 14 schools.

The four local authorities are varied: one is an island authority, a second has a mixture of island and rural schools, a third is in a major conurbation and the fourth has a mixture of towns and rural locations.

Of the fourteen schools, two are denominational; one has significant numbers of black and ethnic minority pupils; and two are S1 to S4 only schools.

The schools provide a range in terms of their Standard Grade (SG) attainment profile. Compared with the Scottish average for the percentage of the S4 roll gaining 5 or more 'S' grades at level 4 or better in 2012:

- three of the research schools were at the average;
- four were below average (one very much below);
- four were above average;
- three were very much above average.

Given all the above factors we are confident that our sample of schools and authorities is broadly representative of the Scottish situation.

The pupil surveys

The 'before' and 'after' survey of the S4 pupils in October/November 2012 and February/March 2013 was the key element of the research.

The first questionnaire covered the following:

- intended leaving date;
- planned routes after school;
- career focus;
- expected attainment;
- self-assessment of career management skills
- attitudes to school and truancy;
- disability;
- ethnicity;
- careers discussions with teachers, friends and family;
- contacts with the careers adviser;
- use of MyWOW and PlanitPlus career websites;
- use of the school careers library;

- living arrangements;
- father/step-father's and mother/step-mother's experience of post-school education.

Pupils then completed the second questionnaire four months later providing information about their use of websites and other careers related activities and inputs over the intervening period and answering the same questions about their career self-management skills.

In the previous study in 2009 we had developed a set of questions to assess pupils' career management skills³. For the purposes of this research, we aligned these questions with the Career Management Skills Framework which was developed by SDS on behalf of the Scottish Government (SDS, 2012b). The CMS Framework provides a framework for those organisations in Scotland responsible for the planning, management and delivery of career information, advice and guidance services and those providing career related learning. It is used by SDS as the basis of its career development work in schools.

The career management skills questions used in the survey comprise a list of 32 items to assess different aspects of pupils CMS defined in terms of:

- Awareness of strengths, weaknesses and values;
- Opportunity awareness;
- Career planning readiness;
- Support and advice awareness;
- Application skills and knowledge.

We provide more detail on the CMS questions and their analysis in Chapter 6.

The research schools were asked to provide as many S4 pupils as they could, ensuring that they were representative of the whole year group in terms of gender, ethnicity and attainment level. Pupils were able to opt out of taking part. All but one school was able to provide access to the full year group (ranging from less than 20 in the smallest school to just under 300 in the largest). The survey was web-based using SNAP software but completed by pupils in school during the school day. In the three core schools it was administered by the research team with teacher support but resource constraints meant that it was not possible to do this in the other 11 schools. We therefore prepared briefings for school staff for each of the two survey points to enable them to administer the online survey and deal with pupil questions.

Interviews with school staff in the 'core' schools

We provide details of the three 'core' schools in Appendix 1.

Interviews were conducted with between two and four members of staff in each of the three core schools to gain an understanding of the careers provision in each school and to find out staff's views

³ These were based on the then Careers Scotland's SING tools (Strategies for Identifying Needs in Guidance, Careers Scotland 2004) which in turn had drawn on a number of sources including the learning outcomes of the National Framework for Career Education in Scotland (LTS, 2001) and a number of NFER studies.

on the use and value of career websites for pupils (and for themselves) compared with other forms of career support. These members of staff included Deputy Head Teachers (DHTs), pupil support staff, enterprise and employability staff and the school librarian. A total of eight members of staff were interviewed across the three schools.

We also wanted to interview the careers advisers working in the core schools but in contrast with the earlier research, SDS did not allow its staff to take part in this study (although in the final month of the study two senior managers did meet with the research team to provide an update on policy issues). This meant that careers advisers working in the core schools were unable to provide background information on CIAG in these schools or to contribute their professional views and insights - both of which would have made a useful contribution to the study.

Qualitative data on the pupil experience

The qualitative data on pupils' views and experiences comes from two sources: the group work with pupils in the core schools and pupils' 'back page comments' in the survey.

(i) Pupil groups

In the three core schools we asked pupils if they would be willing to take part in a group discussion with the researcher after they had finished the survey. A total of 51 pupils took part, 24 boys and 27 girls. Twelve groups were held varying between two and eight in size, with most having three or four participants.

The groups were mixed and included:

- pupils intending to leave at the end of S4 (including one ex-school refuser and one on a special programme for vulnerable pupils);
- pupils intending to stay on at school, including those planning to go to college or university;
- five young people from a black and ethnic minority background.

We made notes contemporaneously and checked accuracy with pupils at the time.

The group discussion had three stages. A first set of questions which focused on pupils' preferred method of contacting a careers adviser (chatting online, telephone, face-to-face in a group or individually, by Facebook).

In the second set of questions we asked pupils to consider all the possible sources of career information, advice and guidance and to indicate their preferred sources of help.

The final element of the group discussion was focused on different career problems, with pupils asked to suggest what would be the best source of help in the different situations. We put two key scenarios to pupils: someone who has no idea at all about a career; and someone who has lots of ideas but is unable to decide.

In each of the three stages of the group work we used Strategy Choice Cards to introduce the range of sources of CIAG, the different contact methods for a careers adviser and the two different scenarios. Pupils were encouraged to move and re-order these cards as the discussion progressed.

(ii) Pupils' open comment in online survey

In both the first and second surveys we invited pupils to add something more in their own words at the end of the questionnaire in response to a general 'prompt question'; there was no restriction on the length of comment they could make.

The prompt question in the first survey was:

'Would you like to tell us more about the sorts of things we've asked in the questionnaire?

What do you think about young people using websites to get help in making their career plans?

What sorts of things do you think they might be able to help you with? Are there any sorts of things they might not be so good at helping you with? We will read very carefully what you write here.'

The prompt question in the second survey was:

'Would you like to tell us more in your own words about the sorts of things we've asked you about? We will read very carefully what you write here.

Is there anything else you would like to say about the My World of Work or PlanitPlus websites?

There are different ways that school pupils can get help from a Careers Adviser. This could be face-to-face (on your own or in a group) talking on the telephone, by email, using Facebook or chatting online. Of all these ways, which would you prefer to use? What might be good and bad about these different ways?'

Around a third of pupils took the opportunity to write in comments.

Both these comments, and the points made by pupils in group discussions, are analysed together and reported in Chapter 4.

Chapter 2: Pupil's career-related experiences and interventions in S4

In this chapter we examine the range of career-related experiences and interventions – including MyWoW and PlanitPlus – which pupils had in S4 and the extent to which this varied across different pupil groups. It is essential that pupils' use of career websites is considered in the wider context of the variety of career-related activities and inputs that they experience if we are to understand the role that career websites can play in CIAG.

The following chapter then focuses in more detail on aspects of pupils' use and opinion of career websites.

Pupils use a variety of sources of information and advice

Table 2.1 shows pupils' career-related activities in S4 up to the time of the second survey in February – March and demonstrates that they made use of a variety of sources of information and advice. As might be expected from previous research, most pupils had discussed their career ideas with their family (94%, Table 2.1). A majority of pupils had also spoken to a teacher about their career ideas (61%) while over a quarter had made use of their school's careers library (28%).

A minority of pupils had had direct contact with a careers adviser: 29% reported having an interview and 23% had attended a drop-in session at their school where the careers adviser was available to respond to their questions and queries. Further analysis reveals that the two types of careers adviser contacts tend to go together: a majority of those who had gone to a drop-in session had also had an interview (80%) but it is not possible from the data to determine which input came first.

Other types of contacts with careers advisers included telephone, text, email, Facebook or online chat. In each case the proportion of pupils who did so was no more than 10% (Table 2.1). Generally careers advisers are likely to use email, telephone or text for information purposes rather than for guidance, for example, to pass on information after an interview. Email might be also be used by pupils to send their CV or Personal Statement to the careers adviser for comment and it is a way for career advisers to check with pupils who are soon to leave school about the progress of their applications. Of those who had chatted online with a careers adviser, just under half had done so while using My World of Work (MyWoW) (47%). There is a substantial overlap in pupils' use of these methods of communication in that a high proportion of pupils who reported using one of them had also used several others.

In asking about MyWoW, we wanted to assess pupils' actual use of it for CIAG rather than any quick 'try-out' of it they might have had as part of an introductory session by a careers adviser or teacher. The questions on MyWoW focused, therefore, on pupils' use of it apart from when they were first shown it. On this basis 43% of pupils responded that they had made use of MyWoW (Table 2.1). This figure of 43% is lower than the percentage of S4 pupils who are registered for MWOw but it is the appropriate measure to use to enable us to address the key research question about the impact of MyWoW on pupils' career management skills. A smaller proportion, just under a third had used the

PlanitPlus website (32%, Table 2.1). To a considerable extent, it was the same pupils who were making use of the two websites: 52% of the pupils who had accessed MyWoW had also made use of PlanitPlus.

Table 2.1: Pupils career-related activities in S4

% of pupils who had...	All %	Male %	Female %	N
... spoken to a teacher about their career ideas	61	64	58	(1028)^
... discussed their career ideas with their family	94	<i>ns</i>	<i>Ns</i>	(1032)^
... used leaflets and books in the school careers library	28	35	22	(1011)^
... met by appointment with the school Careers Advisor on their own to discuss their future	29	34	25	(1018)^
... called in to ask questions of the school Careers Advisor at a 'drop-in' session in the school	23	28	17	(1023)^
... discussed their career ideas on the phone with a careers adviser	9	13	5	(937)~
... been in touch with a Careers Adviser by email	10	<i>ns</i>	<i>Ns</i>	(944)~
... been in touch with a Careers Adviser by text	9	<i>ns</i>	<i>Ns</i>	(933)~
... been in touch with a Careers Adviser on Facebook	7	<i>ns</i>	<i>Ns</i>	(931)~
... chatted online with a Careers Adviser	7	<i>ns</i>	<i>Ns</i>	(924)~
... used My World of Work website	43	<i>ns</i>	<i>Ns</i>	(1009)#
... used Planit Plus website	32	<i>ns</i>	<i>Ns</i>	(1000)#

^ 0.4 - 0.7% responded 'not sure' to these questions and are excluded from the analysis

~ 7- 8% of pupils responded 'didn't know I could' to these questions and are excluded from the analysis

3- 4% responded 'not sure' to these questions and are excluded from the analysis

Variation across pupils in their career related activities

In this section we consider the extent to which pupils' career-related activities varied in relation to a number of factors: gender, attainment⁴; ethnicity; disability; extent of careers focus; intended school leaving stage; planned post school destination; mother's and father's level of education; mother's and father's current status; living arrangements; truancy; attitudes to school and school attended. We summarise the differences in respect of each of the different sources of information and advice. We report on the variation in pupils' use of MyWoW and PlanitPlus in the next chapter as part of our more detailed consideration of career websites.

Discussion of career ideas with family

As Table 2.1 demonstrated, the overwhelming majority of pupils (94%) had discussed their career ideas with their family but there was variation in relation to:

⁴ as measured by the number and level of Standard Grades, Access and Intermediate courses being taken

- **attainment:** pupils' attainment made a slight difference in that the proportion of pupils who talked over their career ideas with family increased in line with their attainment (low attainers: 90%, mid attainers: 95%, high attainers: 97%).
- **planned post-school destination:** although it might be thought that pupils who were uncertain about their post-school plans would be more inclined to discuss their career ideas with their family, the opposite was true. A smaller proportion (although still a majority) of those who responded that they 'didn't know' what they wanted to do after leaving school had talked to their family compared with pupils who had a definite plan eg to get a training place or job, go to college or go to university ('don't know':84%).
- **career focus:** similarly, pupils who responded 'no idea what I want to do' when asked about their career ideas were less likely to engage in career-related discussion with their family than their counterparts who had some or definite career ideas (no idea: 74%; ideas keep changing: 94%; definite idea: 98%).
- **living arrangements:** pupils not living with their mother and/or father were less likely to discuss their career ideas with family than were those living with both parents or parent and step-parent or with a single parent (not with parents: 84%; both parents: 94%; parent/step parent: 96%; single parent: 95%). But this still means that a large majority of these pupils had the opportunity to talk over their career ideas with family.
- **father's education:** a higher proportion of pupils whose father had attended further education reported discussion with their family than did those whose father had not been to college (FE: 97% vs no FE: 93%).
- **school helping to develop decision- making skills:** pupils who thought that their school was helping to give them the confidence to make decisions were more likely to speak to their family about their career ideas than did their counterparts who were more negative about their school's help in this (sch help confid: 96% vs not help confid: 88%).
- **attitude to school:** the extent to which pupils discussed their career ideas with their family also varied slightly in relation to their attitude to school. They were less likely to do so if they thought that *school work is not worth doing* (87% vs 95%); that their *friends do not take school seriously* (90 vs 96%) or that *school is a waste of time* (88% vs 95%).

Speak to teacher about career ideas

Overall, 61% of pupils had spoken to a teacher about their career ideas (Table 2.1) but the proportion which did so varied in respect of:

- **school attended:** there was considerable difference across the 14 schools in the study in the proportion of pupils who talked to teachers about their career ideas; this ranged from 45% to 89%. We found no obvious explanation for this variation in terms of the characteristics of the schools and their pupils.

- **gender:** girls were less likely to have had career-related discussions with their teachers than were boys (m: 64% vs f: 58%).
- **attainment:** the likelihood of pupils discussing their career ideas with teachers rose in line with their attainment (low: 55%; mid: 62%; high: 67%).
- **disability:** a higher proportion of those with a disability reported discussion with teachers (disability: 81% vs no disability: 60%).
- **truancy:** pupils who had never truanted were somewhat more likely to talk to teachers about career matters than their counterparts who reported truanting (never truant: 66% vs truant: 60%).
- **leaving date:** those planning to leave school at the end of S4/winter and also pupils intending to leave after S5 were more likely to talk to teachers about their career ideas than were pupils who expected to remain until the end of S6 (S4/WS5: 69%; S5: 68%; S6: 59%).
- **career focus :** the more certain pupils were about their career ideas, the more likely they were to talk to teachers (no idea: 52% ; ideas keep changing 58%; number of ideas: 59%; definite idea 66%; definite idea for long time: 69%).
- **mother's education:** a higher proportion of those whose mother had attended further education had talked to a teacher (FE: 66% vs no FE: 59%).
- **school helping to develop decision-making skills:** a considerably higher proportion of pupils who thought that their school was giving them the confidence to make decisions had spoken to a teacher about their career ideas than had pupils who were less positive about this (sch help confid: 66% vs not help confid: 45%).
- **school preparing pupils for life afterwards:** there was a slight difference in the likelihood of pupils reporting that they had discussed their ideas with a teacher depending on whether or not they thought that their school was helping to prepare them for life after school. Those who were positive about this were more likely to talk to a teacher about their career ideas (not helping: 60% vs school helping: 64%).

Use leaflets and books in the school careers library

As indicated in Table 2.1, a minority of pupils (28%) had used leaflets and books in the school careers library but the likelihood of doing so varied according to:

- **school:** the percentage of pupils who used the school careers library ranged from 13% to 45% across the study schools. This variation is not explained by the profile of the schools and their pupils.
- **gender:** perhaps surprisingly, girls were less likely to make use of the school careers library than were boys (f: 22% vs m: 35%).
- **ethnicity:** a higher proportion of pupils from backgrounds other than white British accessed leaflets and books in the school careers library than did other pupils (40% vs 27% respectively).

- **disability:** pupils with a disability were considerably more likely to report using the school careers library than were those without a disability (52% vs 27% respectively).
- **truancy:** truancy was another source of variation, in this case it was pupils who reported some level of truancy who were more likely to make use of the resources in the school careers library than those who had never truanted (35% vs 27%).
- **post school destinations:** pupils who were intending to get a job or training place were most likely to consult leaflets and books in the library (43%).
- **leaving date:** a smaller proportion of pupils planning to leave at the end of S6 used the school careers library than did pupils intending to leave school at their statutory leaving date or at the end of S5 (S4/WS5: 36%; S5: 35% and S6: 27%).
- **father's education:** use of the library was higher among pupils whose father had attended FE than those whose father had not (38% vs 25%).
- **school helping to develop decision-making skills:** pupils were more likely to use the school careers library if they perceived school was helping to give them the confidence to make decisions (help: 31% vs not help: 20%).
- **school preparing pupils for life afterwards:** use of the school careers library was higher among pupils who thought that their school was *not* preparing them for life after school. These pupils perhaps felt more need to search out information and advice for themselves (school not prepare me: 33% vs 27% school prep me).
- **attitude to school:** pupils thought *school is a waste of time* were less likely to make use of the school careers library than their classmates who were more positive about school (waste time: 28% vs not waste time: 37%).

Meet by appointment with the school Careers Adviser

Overall 29% of pupils had had an interview with a careers advisor (table 2.1). This varied in respect of:

- **school attended:** the proportion of pupils who had a careers adviser interview varied from 20% to 46% depending on the school concerned. Given SDS policy of allocating resources and provision on the basis of pupil need, variation across schools in the level of careers adviser interview is to be expected, related to the pupil need in each school. However, there is no obvious relationship between the characteristics of pupils in each of the schools and pupil need as defined by SDS (ie primarily in terms of being at risk of not making a positive post school transition) that would account for this variation.
- **Gender:** girls were less likely to meet on their own with a careers adviser (f: 25% vs m: 34%). Part of the explanation might be that boys are more likely to be classified as at risk of not achieving a positive post-school destination and would therefore be a priority group for the careers adviser to target in a proactive way.

- **truancy:** as might be expected from SDS prioritising of need, pupils those who had truanted were more likely to have had an interview with a careers adviser (truant: 38% vs not: 26%).
- **planned post school plans:** a higher proportion of pupils planning to enter a job or/training after school had an interview; those intending to go to university and pupils who did not know what they wanted to do after leaving school were least likely (40%, 23% and 28% respectively).
- **leaving date:** unsurprisingly, pupils intending to leave school at the end of S4/ or winter S5 were most likely to have had a one-to one interview with a careers adviser (leave S4/WS5: 52%; leave S5: 38%; leave S6: 24%).
- **school helping to develop decision- making skills:** pupils who thought their school was helping them to develop their decision-making skills were more likely to report having an interview (sch help confid: 31% vs not help: 24%).
- **school preparing pupils for life afterwards:** a higher proportion of pupils who believed that their school is not preparing them for life after they left had an interview with a careers adviser (not prepare: 35% vs prepare: 26%).
- **attitude to school:** pupils who thought that *school is a waste of time* were more likely to have had an interview with a careers adviser than their counterparts who were more positive about school (waste: 45% vs not waste: 27%); similarly a higher proportion of those who agreed that *school work is not worth doing* saw a careers adviser than pupils who thought it worthwhile (39% vs 28). These findings may reflect the targeting of pupils who are less engaged with school and perceived as being at risk of not making a successful post school transition.

Call in to school Careers Advisor at a 'drop-in' session

Under a quarter of pupils reported attending a drop-in session with a careers adviser (23%, Table 2.1). While the likelihood of having an interview with a careers adviser varied across the schools, this was not the case in respect of attendance at a drop-in session. Attendance did vary in relation to:

- **gender:** girls were less likely than boys to call in at a drop-in session (f: 17% vs m: 28%).
- **disability:** a higher proportion of pupils with a disability made use of drop-in sessions with a careers adviser than did other pupils (disability: 40% vs no disability: 22%).
- **truancy:** pupils who reported truanting were more likely to have seen a careers advisers at a drop-in session than those who had not truanted (28% vs 21%).
- **planned post-school destination:** those planning to find a job or training after leaving school were most likely to have used a drop-in session (39%) while those intending to go on to university least (18%).
- **leaving date:** attendance at a drop-in session rose in line with the proximity of pupils' planned leaving date (S4/WS5 leavers: 38%; S5 leavers: 29%; S6 leavers: 19%).
- **father's education:** a higher proportion of pupils whose father had attended FE made use of drop-in sessions than did those who fathers had not been in FE (38% vs 25%).

- **mother's education:** the same applied to pupils whose mother had been to FE (27% vs 21%).
- **school preparing pupils for life afterwards:** pupils who thought that school is not preparing them for life after they left were more likely to see a careers adviser at a drop-in session than their counterparts who did think school was doing so (not prep: 28% vs prep: 20%).
- **attitude to school:** pupils who thought that *school is waste of time* were more likely to see a careers adviser at a drop-in session than were pupils who were more positive about school (40% vs 20%). Equally a higher proportion of those who thought that *school work is not worth doing* accessed a drop-in session than pupils who perceived school work as worthwhile (31% vs 22%). As we noted above, this may reflect the focus of careers advisers' work on pupils who are identified as at risk of an unsuccessful transition.

Contact with careers adviser by telephone, text, email, Facebook or online chat.

As Table 2.1 shows a small minority of pupils had contact with careers advisers by telephone, text, email, Facebook and online chat and, as we noted, these methods of contact with S4 pupils are generally used by careers advisers for information purposes rather than for guidance. The nature of the variation was the same for each method and to avoid repetition we present the detail for email contact only. The one difference is that disability was not a source of variation for the other methods of contact ie telephone, text, Facebook and online chat. It might be noted that use of these methods did not differ significantly across the schools on the study.

Contact with the careers adviser by email varied according to:

- **gender:** girls were less likely to report having email contact than were boys (f: 5% vs m: 13%).
- **attainment:** the extent of email contact was highest for those in the low attainment group and declined as pupils' attainment level rose (low: 13%; mid: 9%; high: 5%).
- **disability:** a higher proportion of pupils with a disability had email contact with a careers adviser than did those with no disability (19% vs 8%).
- **truancy:** 14% of pupils who had truanted reported being in touch with a careers adviser by email compared with 7% of non-truants.
- **planned post-school destination:** pupils intending to get a job or training place were considerably more likely to report email contact than their counterparts with any other intended destination (23% compared with no more than 10% in respect of each of the other possible destinations).
- **leaving date:** those planning to leave at the end of S4/winter S5 and at the end of S5 had similar levels of email contact while S6 leavers were less likely to report such contact (S4/WS5 leavers: 14%; S5 leavers: 15%; S6 leavers: 7%).
- **father's education:** a higher proportion of pupils whose father had attended FE were more likely to have been in touch with a careers adviser by email (FE: 38% vs no FE: 25%).

- **mother's education:** the same pattern held in respect of mother's participation in FE education (FE: 27% vs no FE: 21%).
- **school preparing pupils for life afterwards:** pupils who thought that school was not preparing them for life after were more likely to have had email contact with a careers adviser (not prep: 15% vs prep: 7%).
- **attitude to school:** pupils with a more negative attitude to school were more likely to have been in touch with a careers adviser by email: 20% of those who thought that *school is a waste of time* had such contact compared 7% of pupils who disagreed with this statement; similarly a higher proportion of those who thought that *school work is not worth doing* reported email contact than did pupils who were more positive about the value of school work (18% vs 8%).

These findings may reflect the targeting of provision on pupils at risk of making poor post-school transitions and the way in which careers advisers are using a variety of means to keep in regular contact with such pupils.

Pupils who did not have any CIAG inputs or undertake any career related activities

Considering all respondents, just under a fifth (17%) had not undertaken any other career-related activity or had had any inputs (excluding talking to their family which the overwhelming majority of pupils did). Pupils in the lowest attainment group were most likely not to have experienced or undertaken career-related activities (low att: 22%; mid 17%; high 13%, Table 2.2). Over a quarter (26%) of those who were least positive that school was giving them the confidence to make decisions had had no CIAG compared with 9% of their counterparts who were more positive in this respect.

Table 2.2: No CIAG activities or inputs in S4*

	Attainment level			
	All %	Low %	Mid %	High %
no CIAG activities or inputs	17 (1039)	22 (266)	17 (456)	13 (276)

*except talk to their family

The extent to which pupils reported no career-related activities or inputs varied considerably across the schools in the study ranging from 0% to 29%; there is no obvious relationship between the levels of non- activity in relation to the nature of the school roll, its average attainment or geographical location.

Pupils whose father had been to further education were more likely to have had some CIAG activities or inputs than their counterparts whose father had not attended further education (no inputs: father FE: 11% vs father no FE: 20%).

It appears that while schools and SDS are making considerable efforts to target pupils who may be in danger of not achieving a positive post school transition, some such pupils (as indicated for example by their attainment level) are, nevertheless, missing out on CIAG provision.

Pupils expect to use multiple sources of CIAG in the future

Pupils were also asked about where in the future they would be likely to go for information, advice and guidance to:

- help them decide which career is right for them;
- research a career and find out information about jobs or courses;
- create a CV or apply for jobs.

Pupils expected to use multiple sources of information and advice depending on the nature of the information and advice wanted (Figure 2.1; Table 1, Appendix 2). As might be anticipated, families figured prominently especially in relation to helping pupils decide on the right career for them (78%). Websites emerge as an important source of information and advice that pupils expect to utilise, particularly as a source of information about careers, jobs or courses (68%). But it is clear that pupils also expect to draw on the advice and guidance of teachers and careers advisers.

Figure 2.1: Sources of information and advice pupils would use for different purposes (all pupils)

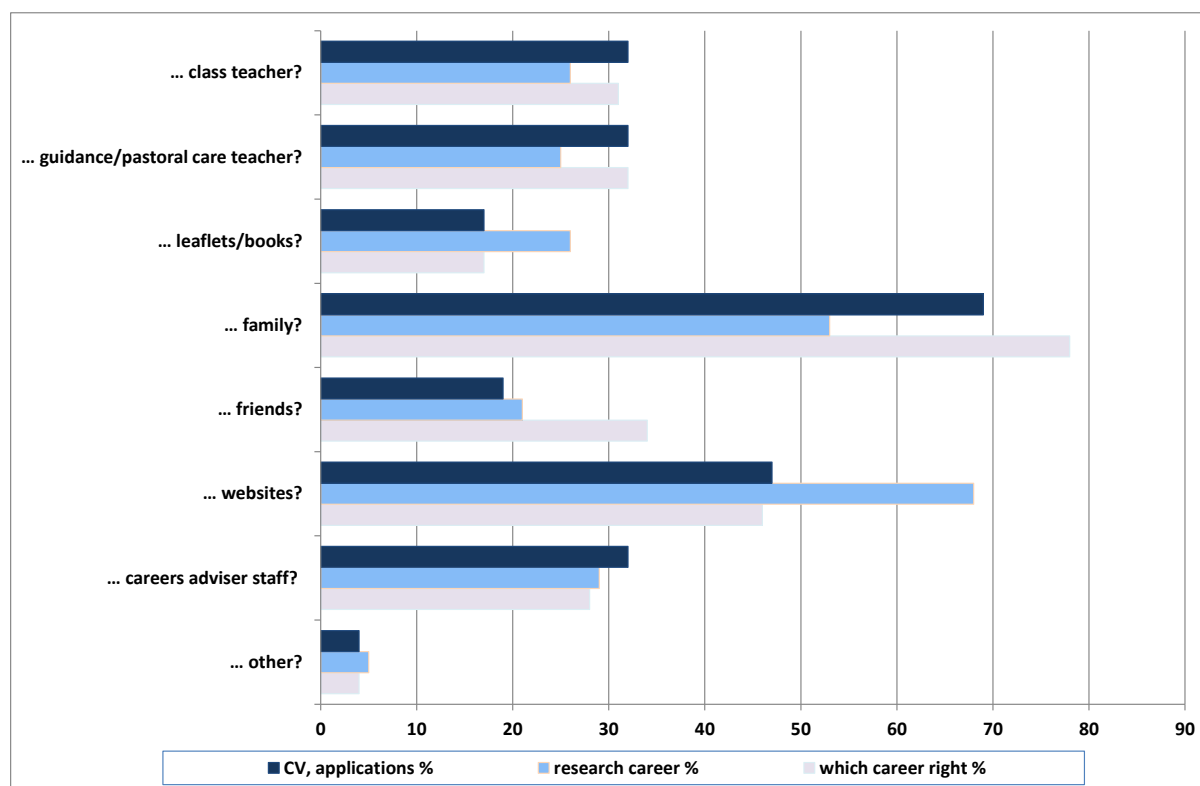
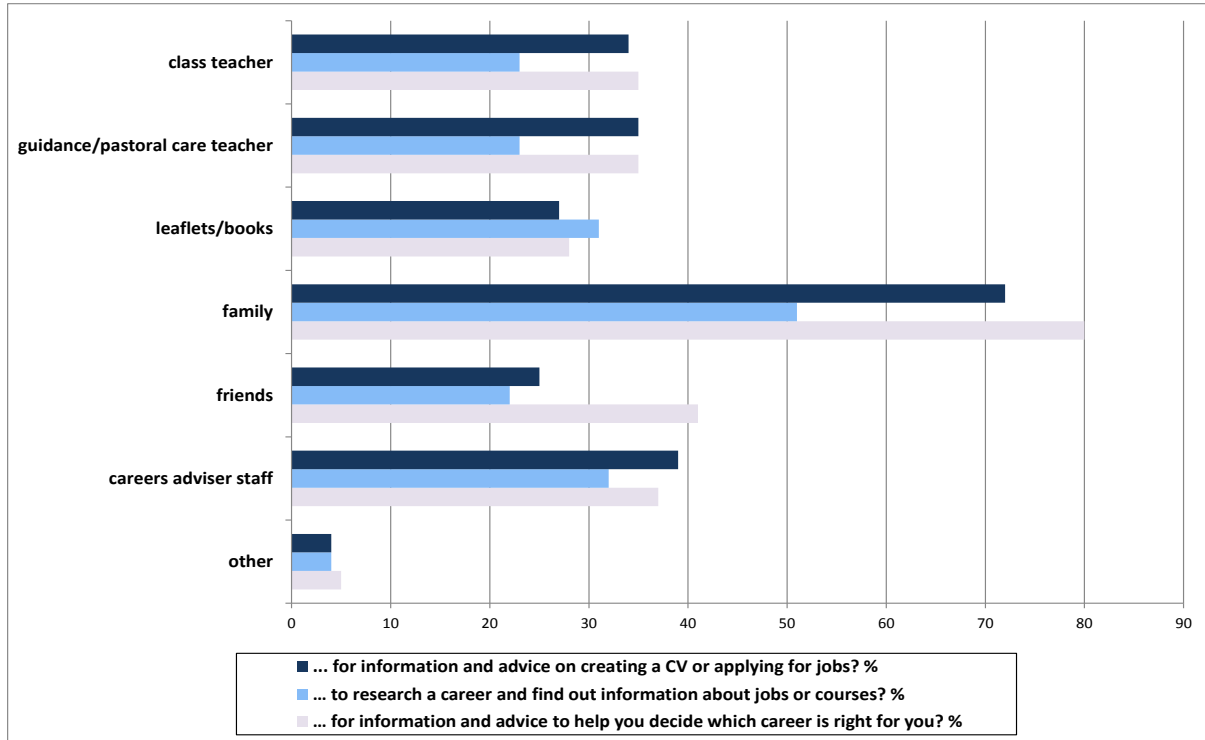


Figure 2.2 focuses on those pupils who had indicated that they would use websites in each case and shows the extent to which they also expected to consult additional sources of information and advice (also Table 2, Appendix 2). It is clear that pupils did not perceive websites as replacing

guidance from family and friends or from careers advisers and teachers, nor indeed to replace leaflets and books.

Figure 2.2: If pupils expected to use websites, what other sources of information and advice would they use? (only pupils likely to use websites)



Pupils access career websites alongside other sources of CIAG and perceive the different sources have particular strengths and uses. We now examine pupils' use of career websites in more depth in the next chapter.

Chapter 3: Pupils' use and perceptions of careers websites

In the previous chapter we saw that pupils accessed career websites as part of a range of sources of CIAG and that they anticipate continuing to use this variety of provision in the future. Having considered careers websites within the context of other provision, we now examine pupils' use of careers websites in more detail and report on their perceptions of their value.

It is important to remember that, as explained in the previous chapter, in asking about the MyWoW and PlanitPlus websites we aimed to assess the extent to which pupils actually used the websites for CIAG rather than as any quick 'try-out' of the websites they might have had as part of an introductory session by a careers adviser or teacher.

Variation in use of MyWoW

As indicated in Table 2.1 in the previous chapter, 43% of pupils had used MyWoW, this varied in respect of:

- **school attended:** there was a wide variation in the use of MyWoW across the schools in the survey ranging from 30% to 79%. This is not accounted for by any obvious characteristics of the school in terms of, for example, type of catchment or geographical location.
- **leaving date:** a higher proportion of pupils who were planning to leave school at the earliest possible date (end S4 or winter S5) used MyWoW than did those intending to leave at the end of S5 and especially those with a planned S6 leaving date (S4/winter S5: 53%; S5: 48%; S6: 40%).
- **planned post-school destination:** pupils who were planning a year out, volunteering or doing something else were less likely to access MyWoW (29%).
- **career focus:** those who had no idea of what they wanted to do after school or whose career ideas kept changing had a lower usage of MyWoW (32% and 38%) compared with their counterparts who had some or a definite idea of what they wanted to do post-school (number of ideas: 45%; def idea: 46%, def idea for a long time: 46%).
- **father's education** – a higher proportion of those whose father had attended further education made use of MyWoW compared with pupils whose father had not gone to FE (50% vs 40%).
- **school helping to develop decision-making skills:** the extent to which pupils thought that their school was helping them develop the confidence to make decisions was related to their usage of MyWoW. Pupils who were more positive about this had a higher use than their counterparts who did not think their school was helping in this respect (sch help: 50% vs sch not help: 40%).

Where and with whom did pupils use MyWoW?

Only a minority of pupils had used MyWoW only on their own (19%, Table 3.1), most had accessed it alongside someone else or in a class setting. They were most likely to have used it with friends or

with a teacher/or in class (37% and 32% respectively) while over a fifth had done so with a careers adviser (23%).

Table 3.1: If used MyWoW alone or with someone else (pupils who had used MyWoW)

	%	
Used it only their own	19	(424)
with their family	26	(420)
With friends	37	(407)
With teacher/in class	32	(420)
With CA (apart from when first shown it)	23	(431)

Most pupils had accessed MyWoW at only one location, that is at school (60%) or at home (27%); another 11% had used it at both school and home (Table 3.2). The extent to which pupils accessed MyWoW at other locations such as libraries or internet cafes was minimal.

Table 3.2: Location where pupils accessed MyWoW (pupils who had used MyWoW)

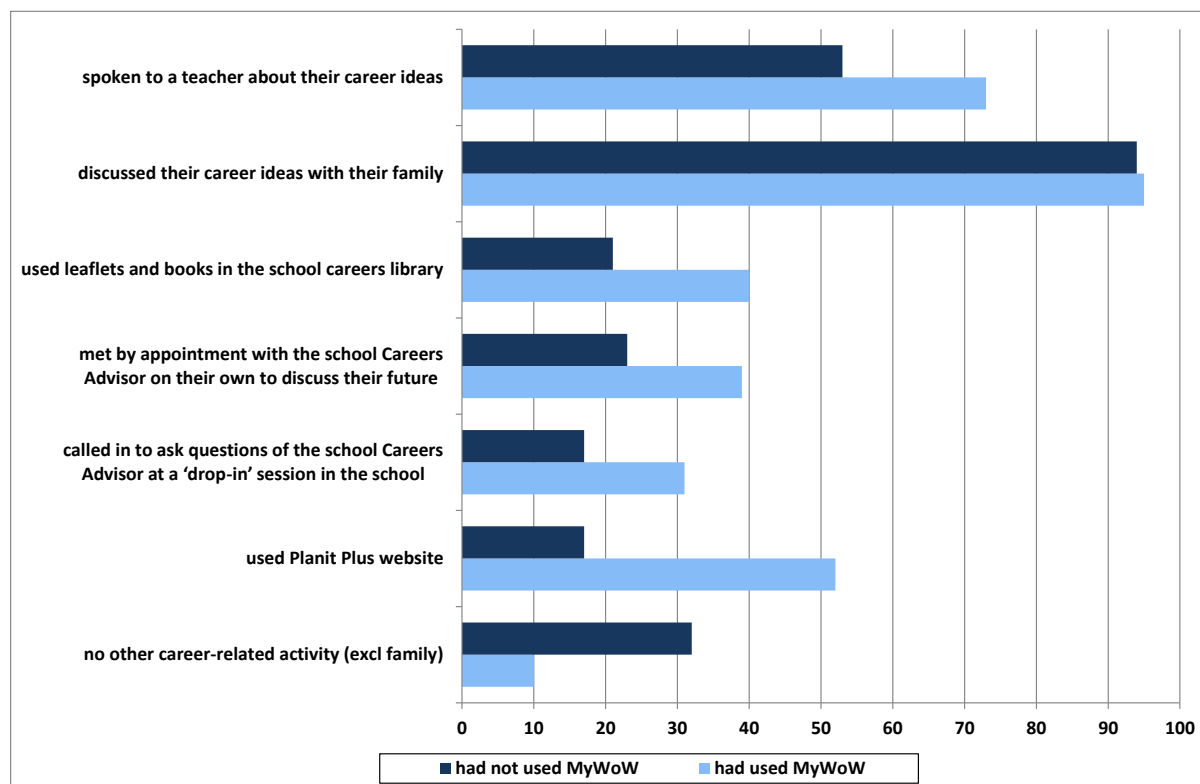
	%
Only at school	60
Only at home	27
Only in library, internet café etc	1
Both school and home	11
Other combinations of locations	2
N	(374)

Pupils use MyWoW alongside other sources of information and advice

We saw in the previous chapter that pupils use MyWoW alongside a variety of other sources of information and advice (see Table 2.1, Chapter 2). Focusing specifically on those pupils who had accessed MyWoW, we investigated the other sources of CIAG they made use of and found that, perhaps surprisingly, 40% of them had also consulted leaflets and books in the school careers library (Figure 3.1). This is a higher than the overall figure of 28% for the pupil group as a whole (see Table 2.1, Chapter 2). It is often assumed that young people prefer online methods to access information and advice rather than using written sources but our data indicates that this is not the case and that they use both online and the more traditional hard copy formats.

Comparing users and non-users of MyWoW and the extent to which they used other sources of CIAG, the picture that emerges is one of active and less active pupils (Figure 3.1). The comparison suggests that some pupils are proactive in their career planning and make use of the full range of sources, accessing MyWoW and also the other sources of information and advice but that other pupils are less engaged in their career planning and have a lower level of usage of all sources (Figure 3.1; Tables 3 and 4, Appendix 2).

Figure 3.1: Pupils who had used MyWoW vs those who had not used MyWoW: their other career-related activities in S4



Just over half of non-users of MyWoW, for example, had spoken to a teacher compared with nearly three-quarters of pupils who had accessed MyWoW (53% vs 73%); a smaller proportion had attended a drop-in session with a careers adviser (17% vs 31%) and were less likely to have consulted the careers library (21% vs 40%, Figure 3.1). The same pattern is evident in respect of contact with a careers adviser by telephone, text, email, Facebook and online chat. Only 10% of pupils who had made use of MyWoW had **not** utilised any of the other sources of CIAG compared with almost a third of non-MyWoW users (10% vs 32%, Figure 3.1). This suggests that websites do not appear to be providing an alternative to those who do not want to use the more traditional CIAG sources.

What did pupils who had used MyWoW think of it?

Most of the pupils who had made use of MyWow responded that they would be likely or very likely to recommend it to friends (71%) and to use it again (80%, Table 3.5). We note that 21% of MyWoW users did not answer these questions, this is a substantially higher proportion of missing responses than to any other (closed) question in the survey. Our investigation of this did not reveal any obvious reasons, for example, it is not related to factors such as pupils' attainment level or school attended.

Table 3.5: Pupils' opinion of MyWoW (pupils who had used MyWoW)*

How likely are you to ...	Likely/very likely	(n)
...recommend MyWoW to friends	71	(333)
...use Mywow again	80	(335)

*high proportion of missing - 21%

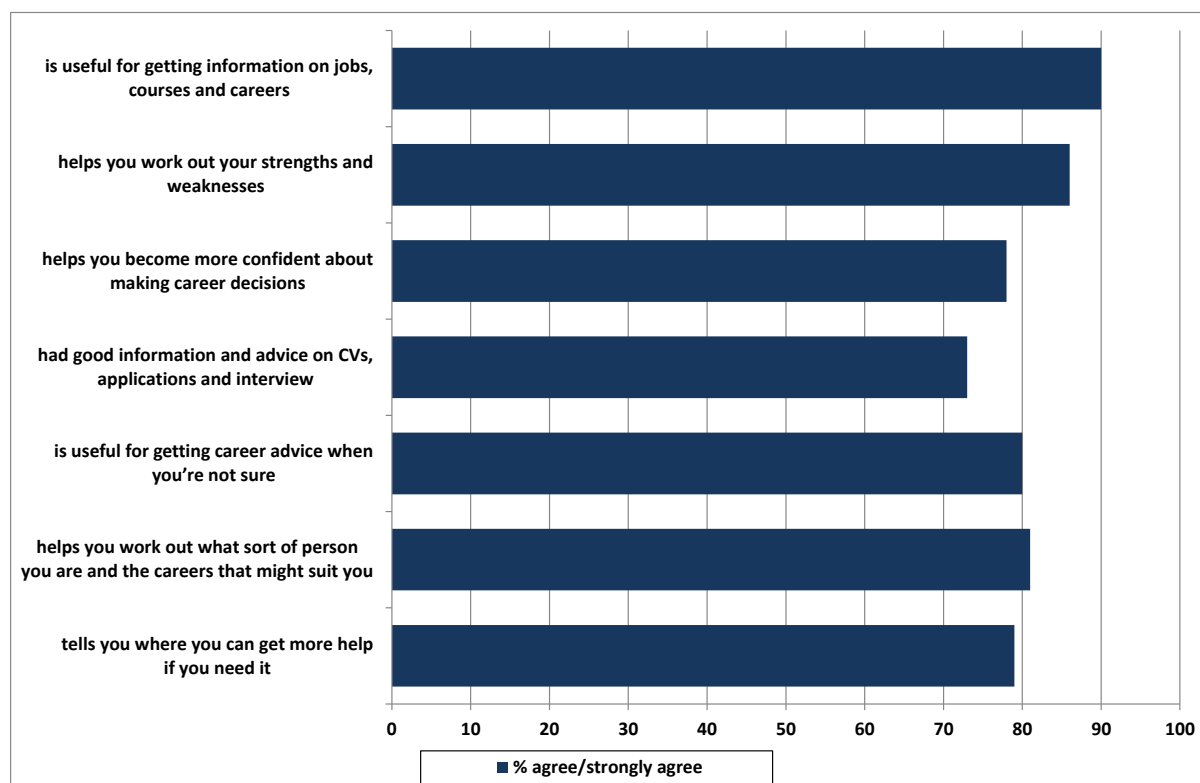
There was little variation in the likelihood of pupils’ recommending MyWoW to friends: the only source of difference was the school they attended: the proportion of pupils who would recommend MyWoW varied from 50% to 95% across the schools in the study.

There was more variation in relation to whether or not pupils thought that they would use MyWoW again. This too differed depending on the school they were attending: the proportions stating likely/very likely to use it again ranged from 68%- 100%. Attainment was another source of variation with pupils in the low attainment group being least likely to state that they would use MyWoW again. Nevertheless, this still means that a majority of them would do so (low: 72%; mid: 81%; high: 87%).

Pupils who thought that their school was helping to give them the confidence to make decisions were more likely to respond that they would use MyWoW again than their classmates who were less positive about this (82% vs 70%). Similarly, a higher proportion of pupils who thought that school was helping to prepare them for life after school expected to use MyWoW again than did others who felt that school was not helping in this respect (84% vs 73%).

Pupils who had used MyWoW were also asked more detailed questions about their views on what aspects of their career planning they think MyWoW is useful for; there was again a high level of non-response (21%) to these questions but again, no apparent reasons were evident.

Figure 3.2: Pupils’ opinion of the aspects of career planning to which MyWoW can help (pupils who had used MyWoW)**



A majority regarded MyWoW as useful or helpful for each aspect of career planning that they were asked about (Figure 3.2; Table 5, Appendix 2). Getting information on jobs, courses and careers was the aspect that pupils identified as being something that MyWoW is particularly useful for

(agree/strongly agree: 90%, Figure 3.2) followed by helping them to work out their strengths and weaknesses (86%: agree/strongly agree, Figure 3.2). In trying to come to an assessment of pupils' views, it is important to note that in answering these questions pupils were thinking only about MyWoW in isolation, this contrasts with the group work where they were asked to consider the *relative* use and value of websites such as MyWoW in comparison to the other possible sources of CIAG.

There is a consistent pattern in pupils' responses to the items in this question. On all items pupils who thought that their school was helping to develop their decision-making skills were more positive about the value of MyWoW and the same was true if they believed their school was helping to prepare them for life afterwards. On four of the items pupils who reported truanting were less positive than their classmates who had not truanted.

On five of the items, opinion rose in line with attainment, for example, in relation to 'getting information on jobs, courses and careers' 84% of pupil in the low attaining group agreed/strongly that MyWoW is useful for this compared with 91% of mid attainers and 94% of high attainers. Despite these differences according to attainment, a majority of low attaining pupils were positive about MyWoW.

Variation in use of PlanitPlus

Just under a third of pupils had used PlanitPlus (32%, Table 2.1, Chapter 2); there was much less variation in its use than in respect of MyWoW or indeed, the other sources of information and advice. This may partly be explained by the way in which PlanitPlus is designed to be integrated into schools' PSE programmes. Nevertheless, use did vary in respect of:

- **school attended:** the extent of variation across schools was marked, ranging from 8% to 76%. While not all local authorities and schools in Scotland have a licence for PlanitPlus, all the schools in the survey did so thus the variation was not related to whether or not the school had a PlanitPlus licence.
- **leaving date:** usage of PlanitPlus varied according to planned leaving date in the same way as use of MyWoW (S4/WS5 leavers: 43%; S5 leavers: 33%; S6 leavers: 30%).

Where and with whom did pupils' use PlanitPlus?

Pupils were by far most likely to have used PlanitPlus with a teacher/in class (64%, Table 3.7), reflecting the way in which PlanitPlus is integrated into schools' PSE programmes. Nevertheless, just under a quarter of pupils who had used PlanitPlus had done so only on their own (24%, Table 3.7). Over a third had accessed it alongside friends (36%, Table 3.7).

Table 3.7: If used PlanitPlus alone or with someone else

	%	N
Used it only their own	24	(222)
with their family	26	(220)
With friends	36	(217)
With teacher/in class	64	(221)
With CA (apart from when first shown it)	19	(221)

Most pupils who had used PlanitPlus had done so only at school (70%, table 3.8) while another 14% had used it at both school and home; a similar percentage had made use of PlanitPlus only at home (14%, Table 3.8).

Table 3.8: Location where pupils accessed PlanitPlus

	%
Only at school	70
Only at home	14
Only in library, internet café etc	-
Both school and home	14
School, home and library, internet café etc	2
(n)	(227)

What did pupils who had used PlanitPlus think of it?

Pupils who had used PlanitPlus generally had a positive response in that a majority were likely or very likely to recommend it to friends (63%) and to use it again (74 %, Table 3.9). There was also a relatively high level of non-response (19%) to these questions as to the same questions about MyWoW as noted above.

Table 3.9: Opinion of PlanitPlus (pupils who had used PlanitPlus)

How likely are you to ...	Likely/very likely	
... recommend PlanitPlus to friends	63	(256)
... use PlanitPlus again	74	(259)

High proportion of missing - 19%

The likelihood that pupils would recommend PlanitPlus to friends varied in relation to pupils' career focus: those who had no idea about their career plans were considerably less inclined to state that they would recommend it (36%) compared to other pupils who had at least some ideas as well as those with more definite plans.

Once again the extent to which pupils perceive that school is helping to develop their decision making skills is a source of variation. Pupils who were more positive about this were more likely to

respond that they would recommend PlanitPlus to friends than were their classmates who did not think school was helping in this respect (66% vs 48% respectively).

Pupils' attitude to school also made a difference: those who thought that *school work is not worth doing* were less likely to think they would recommend PlanitPlus than others who perceived school work as worthwhile (40% vs 65% respectively).

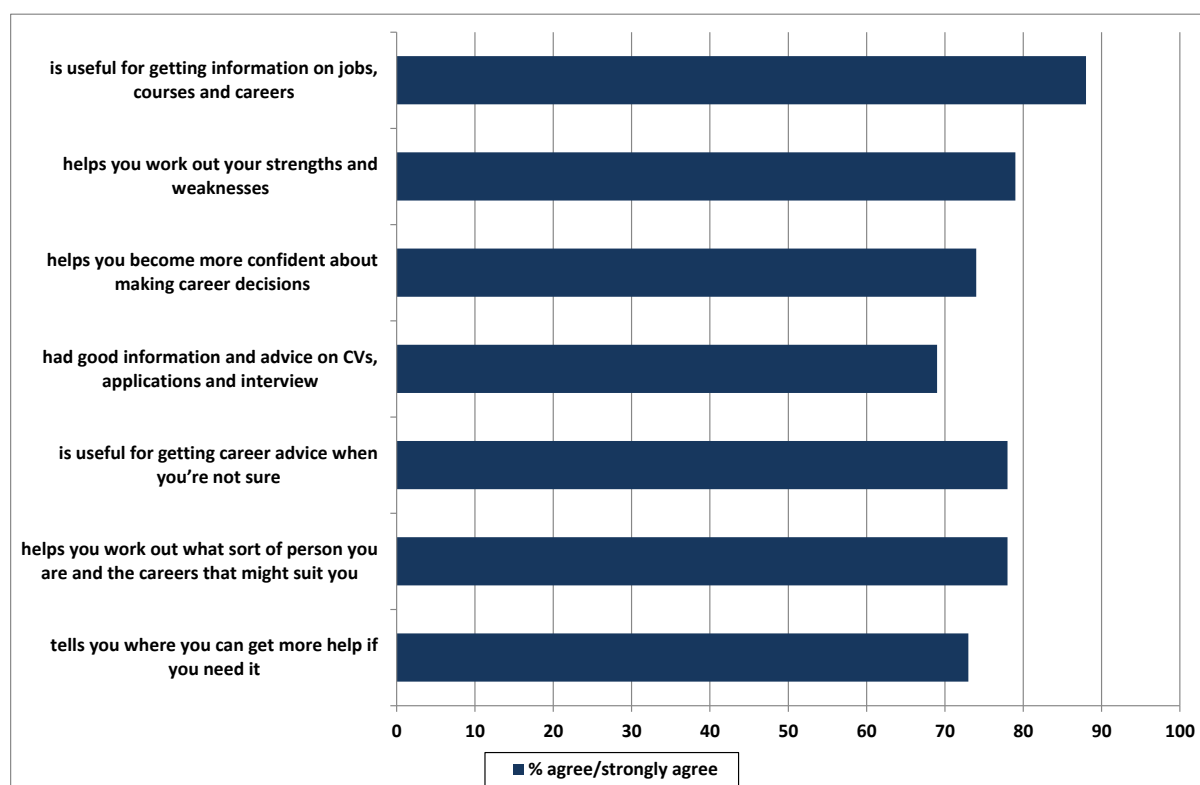
Turning to the question of whether pupils thought they would use PlanitPlus again, responses varied across the schools ranging from 50% to 100%. Pupils' expectation of doing so rose in line with their attainment (low att: 63%; mid att: 74%; high att: 84%).

Although it might be thought that pupils who had no idea about what they wanted to do after school would benefit from using a website such as PlanitPlus, these pupils were less likely to think they would use it again (57%) than those who had some definite post school destination in mind whether it be FE, HE, a job or training.

Pupils with a more negative attitude to school were less inclined to respond that they would use PlanitPlus again than their classmates who held more positive views (school is waste of time: 52% vs not waste: 77%; school work is not worth doing: 52% vs worth doing: 76%).

The aspects of career planning that pupils perceived PlanitPlus as being useful for was very similar to their response to MyWoW: providing information on job, courses and careers and helping to work out strengths and weaknesses were again identified as being particularly useful (Figure 3.3; Table 6, Appendix 2).

Figure 3.3: Pupils' opinion of the aspects of career planning to which PlanitPlus can help (pupils who had used PlanitPlus)**



Pupils' opinion of the aspects of career planning that Planitplus can help with varied in relation to three factors:

- their perception of whether school is preparing them for life afterwards;
- if school work is worth doing; and
- their attainment.

On five items pupils who thought that their school was helping to prepare them for life afterwards were more positive about the value of PlanitPlus than their classmates who did not think school was doing so. Pupils who viewed school work as not worth doing were less inclined to think PlanitPlus was useful (four items). Opinion also varied on four items according to pupils' attainment with those in the low attainment group being least positive and pupils in the high attainment group most positive.

These are pupils' opinions of the value of MyWoW and PlanitPlus in response to specific questions asked in the online survey. In the next chapter we consider the open-ended comments that pupils made in the survey and also the findings of the pupil group discussions. As we have noted, as well as taking account of pupils' opinions and views, it is necessary to examine the impact and effectiveness of the websites and other CIAG provision and in Chapter 6 we assess whether, in fact, using MyWoW and/or PlanitPlus made a positive difference to pupils' career management skills.

Chapter 4: The pupil perspective

This chapter reports on pupils' views on the potential value and uses of career websites, it then provides an account of their perceptions of the contribution of parents/families and teachers to their career decisions, and finally reports on their views on whether, when and how to speak to a careers adviser.

Two data sources are used: group discussions with 51 pupils in the three core schools; and the comments volunteered by pupils from all the schools on the back page of the survey questionnaire, overall 31% of pupils made such comments. This qualitative data was analysed thematically and pupil quotes from both sources are presented together under those themes. This qualitative data illustrates points from the survey, and allows pupils' voices to be heard more clearly.

Further information on the design and content of the group discussions and on the prompt questions for back page comments in the survey can be found in the Methodology section of Chapter 1.

What pupils said about career websites

The positives about using career websites

A clear majority of pupils made positive comments about the use of careers websites: most commonly, they thought career websites could provide **information on the most suitable routes** and could **help with career planning and identifying qualifications needed** for different careers:

'I think it is good for young people to be using these websites to get help when making their career plans. The websites would be able to help you with what career path is best for you or what you would need to do a certain job in the future or that it might be helpful to go to university or college before you go into work.'

'I think that the MyWOW website is both very informative and relative (sic) in helping you decide what sorts of careers would suit you best. I have since chosen the career path I wish'

'I personally found the PlanIt Plus website very useful for me as it helped let me know what qualifications I need to be able to do the things I wish to do when I leave school.'

'The website could tell you all the different jobs and courses in sport, you could look up about your ideas and get the salary and the qualifications you need.'

Pupils also thought career websites could help them **think about their strengths and weaknesses** and how these could then **help them identify possible careers**:

'If you are unsure you could do the survey on it, find out about your strengths and weaknesses then it gives you jobs you can do.'

'PlanItPlus is good at finding out all your strengths, it helps you, it gives you hunners [sic] of questions, it gave me sport and construction which was good for me.'

A small number of the pupils who added comments to their online survey noted a strong preference for websites as a way to get advice and information. These pupils thought that young people were **more likely to pay attention to a website**; and for them the fact that **websites did not judge their users** was important.

'I think this is a good idea as it used technology to help young people get advise [sic] as they probably don't listen as much when being advied [sic] from a teacher or any adults.'

'On a website you don't get judged about what you want to do but a career adviser might think your [sic] not smart enough.'

The limitations of career websites

A significant minority of young people had concerns about the value of career websites to them. Their greatest concerns were based on the fact that **career websites could not know the individual** using them and **could not respond to questions**:

'I think that sites like My World of Work/PlanItPlus are mostly worthless. They may be good as an addition to talking to a teacher etc but they do not have the human or emotional input to properly be able to inform someone. Its not possible for a computer to know a persons interests and engagements as well as another person, so I would feel anxious relying on it.'

'You can't really ask a website a question.'

Several pupils felt that career websites were **confusing or difficult to use**:

'I think some of the career websites are quite good but most of them just confuse you and give careers that you have no interest in.'

'The websites are muddled, the layout is muddled up, it's hard to understand, you just need to click, click, click again and you don't get what you want.'

In the discussion groups we asked pupils where they would go for information or advice if they were unsure, or had no idea, what career they wanted. Only two individuals volunteered career websites as a source of help in this situation; for the vast majority, when prompted to consider their use, pupils could see **little value in career websites when career ideas were not clear**:

'To be perfectly honest I don't think by telling a website your skills you've got your future planned out, personally if I didn't know what I wanted out of my future I wouldn't be using a website I would be speaking with family or people who know what there [sic] talking about.'

'A website? No, you could think it's [ie a career] something you like and then it's not, it just tells you the basics, a person could describe it better.'

'How about using a career website in this situation?' (Laughter and scorn) *'What would you type in? – 'I haven't a clue, see me, I'm stupid?!''*

‘Definitely not My World of Work, it just asks you what you want to do, if you don’t know you wouldn’t know what you want to do. It’s got 19 thousand jobs, if you don’t know what you want to do, how would you narrow it down?’

‘No, how could it [a career website] help you decide?’

Career websites are good for some career issues, not for others

Many pupils, weighing up the pros and cons of career websites pointed out that **career websites could be useful in some situations but not in others:**

‘PlanItFlus is better for finding out stuff about you, MyWorld of Work is better for CVs and interviews. They give you an insight into jobs, what’s involved in jobs. But websites don’t explain things, they don’t tell you enough, you need more details, if you have any questions you can’t ask.’

‘The job interview was good, but if you don’t know your strengths, you can’t do a job interview.’

‘Websites are a good idea if you’ve got a good idea what you want to do, they can help you if you’ve got some idea, but not if you’ve got none.’

‘Young people use these websites to gain experience on what the world of work is like. They can help with things like looking for the right job that suits you. However, they might not be good at knowing what the type of person on the other end of the advice is like.’

It was evident [from the group discussions] that pupils’ views on career websites need to be considered in the wider context of their views on CIAG more generally. One pupil comment sums up more **general concerns about a lack of careers support** for school pupils:

‘The prospect of using things like my World of Work and the other website is a good way of learning about your career choices but not enough is said in school about career advice. I’d like to talk and discuss my options and what would be best for me and most enjoyable, but no-one ever really seems interested. I want more talks and advice in schools about my career.’

Pupils’ likely use of social media and call centre support for career issues

As we have noted, the SDS universal service (that is, the service that all pupils can directly access) for 2012/13 for schools includes ‘ongoing support from MyWOW, webchat and customer contact centre’ (SDS Corporate Strategy 2012/13 p10). Those pupils assessed as having a low level of need would not (in the first instance) have an interview with a careers adviser in the way that they would generally have had in the past. Instead they would be expected to need only the ‘universal’ service and so to make use of MyWOW, webchat and customer contact centre instead of having a career adviser interview. While it may be thought that this approach is appropriate given the perception of young people as the ‘Google generation’ and as ‘digital natives’, research indicates that there are serious questions about such assumptions (Bennet et al., 2008; Hooley et al., 2010). It was important to ask pupils about whether they thought that they themselves, or other pupils, might make use of these less traditional approaches to getting help and support in their career thinking. We asked

about social media (Facebook, Twitter, web chat), but also about non-face-to-face contact such as via email. We discuss the use of telephone support later in this chapter.

Most pupils in the group discussions appeared surprised by questions about the use of social media for careers; for them the purpose of social media was primarily personal and social. A few could see a positive value in it once it had been discussed, but the initial reaction to the use of social media for careers from the majority of those taking part in group discussions, and from those who commented on this in the survey, was negative or puzzlement. **Key concerns were: not knowing who was responding, or whether they were being taken seriously, or if they could trust the responses.**

'You would want a conversation properly, you couldn't have it on email, it could be anyone talking to you, you would need to know the person.'

'On email they might not understand what you mean, might not get back to you right away.'

[Re using Facebook and email] 'you'd not know how the person was reacting, whether they were taking you seriously or were just talking to someone else while they were replying to you, you wouldn't know if you could trust them.' [When asked if such contact was with a careers adviser the pupil already knew, the response was] 'Better, but not best'.

'Facebook is not private at all so you would have no privacy in what u are saying as anyone can read your comments.'

'Definitely not Facebook, you don't know who's talking to you, you don't know who to get in touch with if they don't get back to you.'

'Someone would see you'd spoken to the Careers Adviser on Facebook and would wind you up.'

'A good way would be face-to-face because its [sic] easier to communicate that way and would be explained clearer. A bad way would be by using Facebook or chatting online because many people can make up fake pages/profiles about it and not much information would be given or explained in details.'

'Would be weird [chatting online] about careers, talking to someone you can't see or don't know.'

It would be wrong to imply that these methods had no supporters. For a very small number of young people, perhaps **lacking confidence or unsure how their ideas might be received, using social media or email seemed to be a preferred method of contact:**

'You can put down what you want on email, you can tell them your ideas without being laughed at to your face.'

'You could build up confidence over the email and you'd feel more confident to go on to speak to them.'

'Live chat might be ok, you could get instant, quick replies.'

'You could have forums where you had a general discussion with other people who've been in the same situation as you and can tell you how to get past it, for example, going for an interview.'

These pupils were clearly in the minority, however, with most saying firmly they would not wish to be in contact with a careers adviser by email, Facebook or chatting on line. MyWOW has been designed to be part of a blended service, with personal support available via webchat and the call centre but it seems that pupils as yet have little or no perception of the availability of SDS support other than through face-to-face contact with careers advisers or the use of MyWOW.

Pupils preferred sources of information, advice and guidance

We asked pupils who took part in the group discussions where they would go to get information and advice on their career ideas. The most common first choice was parents or family, followed by the school careers adviser. We then asked pupils to comment on different ways of getting help from the careers adviser; a prompt question about methods of being in touch with a careers adviser was included in the pupil survey also. Teachers were the next most likely source of career information and advice for pupils. Career websites came further down the list, with most groups needing some prompting to consider them as possible sources. A prompt about websites was also included in the back page section of the survey.

Parents and family as supporters of career development

As might be expected, **almost all pupils would go to their family members (parents in particular)** for information and advice on their career ideas. The very few exceptions to this were where pupils noted unhelpful pressure and over-high expectations from parents, particularly on subject choice and likely post-school destination. But more typically:

'Your parents, of course!'

'My preference when it comes to obtaining support or advice for my future career would be to talk to my family as I know I can trust them, obviously I also know them well so I won't get nervous round them.'

'They know you better, they've got experience, they know what you're good at.'

The role of teachers in career information and advice

The majority of pupils [said they would choose to go for careers help to a teacher with most of those saying that they would go to the PSE/guidance/pastoral care/pupil support teacher, followed fairly closely by a 'teacher you liked'. Some would choose to discuss their career with the Year Head, and a handful would go to the Headteacher.

'Your guidance teacher, you could ask what you're good at and bad at, your qualifications, what courses match your qualifications.'

'I think if family and teachers really motivate and help to push students as best as they could be, I would feel a lot more comfortable about getting a good career instead of not feeling good or smart enough to maybe not achieve the career I want to get.'

What pupils said about getting information, advice and guidance support and advice from a careers adviser

As noted above, pupils thought the most obvious **next best source of help, after parents and families, was the careers adviser.**

[The careers adviser] *could tell you what you could do with subjects you were good at or liked.*'

Your careers adviser and your guidance teacher would know what they were talking about.'

But pupils were unable to say very much about **how** the careers adviser could help. This seemed to be because they were **unclear about the school careers adviser's role.** In addition, there was **considerable uncertainty among pupils about access to services:** who the careers adviser was, where and how he/she could be contacted and who should or should not have contact with a careers adviser. While it could be said that there had been changes in personnel and systems in all three schools, nevertheless by March of S4 it might be expected that pupils would have had some idea about this.

I didn't even know my school had a careers adviser till about a week ago, and we aren't told about what he/she can do for us so I'm reluctant to go.'

Pupil 1: *'Do we have a careers adviser in the school?'* Pupil 2: *'Yes, it was that wumman that spoke to us in PSE.'* Pupil 3: *'I don't remember that!'* Pupil 1: *'That was a teacher.'* Pupil 2: *'No it wasn't, cos I had an interview with her, it was the careers adviser.'*

Pupils were **puzzled** about how and **why some pupils had had direct contact** with a careers adviser:

'Some people get an interview, but most don't, no idea why.'

'It seems to be at random, I just got the time given to me to come, probably because they can't give one to the fifth and sixth years because they've got prelims so they just give them to fourth years.'

You only get to see a careers adviser when you're leaving or when someone says you can.'

There was also an **issue about equity of access** for many pupils:

'If they're just picking people to get a meeting with the careers adviser, everyone should get it, but no-one tells you!'

It can be seen that pupils had a number of uncertainties about accessing a careers adviser's help: they were unclear about who could have access to the careers adviser, and for what reasons; and pupils were also unsure how in practice to contact the careers adviser. In addition a small number of pupils expressed **unhappiness that their career guidance needs were not being recognised.** One pupil picked up on the impact of teachers and careers advisers targeting their support using the current risk matrix and observed that career guidance needs were not considered as part of this:

'My mum and dad are very happy/proud and extremely supportive. I think the school on the other hand do not help at all, I have never seen a careers adviser and no teacher has asked me about what I want to do. I have never been to a one-to-one because they believe I am doing fine.'

This suggests that, even though a pupil may have support at home and seem to be achieving well at school, he or she can still be a priority for careers help.

Pupils preferred direct personal contact with a careers adviser. When asked how, if they wanted contact with a careers adviser, they would prefer this to happen, almost all pupils who expressed a view would choose face-to-face contact, with a majority of them preferring this to be on a one-to-one basis rather than in a group:

'You would know you were being listened to, that it was you that was important.'

'If you didn't understand something you could ask them to explain it more clearly.'

For those pupils who preferred one-to-one contact, speaking to the **careers adviser in a group** with other pupils was their **second choice**, but this had **some limitations** for most pupils:

'If you weren't sure you might not want to say in front of people... and you might not want to be honest about your subjects, what if you said you were going to pass and then you didn't...'

'In a group the careers adviser could just be talking to others, not you, you wouldn't get their attention.'

But a **small minority of pupils would prefer group contact** with a careers adviser (with one-to-one their second choice):

'It would be lots less awkward with other people there.'

'You would hear other people's ideas and it might expand your own.'

The **third most common** choice of contact method was **telephone** contact with a careers adviser:

'You would still actually be talking to them, it'd be more reassuring because you can actually hear a person there.'

'You can hear their voice, you can tell by their voice what sort of person they are.'

'It would be comforting, you like to hear their voice.'

Overall, pupil responses to a question about **preferred ways** of being in contact with a careers adviser **can be summed up** as:

'It's your future, you'd want to be able to speak to a person.'

Pupils want support from 'people who know you'

The previous pupil quote sums up the importance of speaking 'to a person' about your career ideas. Almost without exception, pupils in the group discussions said they would prefer, and recommend, talking to a person about their ideas and a key aspect to this was that it should be 'someone who knows you'. This was important because pupils felt they could then be comfortable with them and

Speak openly to them. Parents and family and chosen teachers met this criterion; the extent to which **pupils felt comfortable with the careers adviser related strongly to their understanding of the career's advisers' role** and whether they felt **they knew or recognised the person** in the role. This was also apparent from many pupil survey comments.

'Some people may not like the idea of talking to somebody they don't know about their ideas for the future and I probably wouldn't go speak to a careers adviser, I would just speak to my parents at home.'

'I think if people are unable to think up ideas for themselves about what they want to do, then using websites or talking to a careers adviser would be useful. They would be able to help you see what jobs would suit you and the qualifications you need to get these jobs. Some may also help you when it comes to interviews or filling out CVs. However, these people/websites do not actually know you so they will not know what you are really like. This means they may pick you a job that you might not like so it would have been a waste of time.'

[Pupil who had seen a careers adviser speaking to one who would not go to a careers adviser if unsure about what career to choose]: *'Why not just go the careers adviser, it's her speciality?' 'I'd rather go to people I'm comfortable with like the teachers I know.'* *'You could get comfortable with her [ie the careers adviser].'*

Pupils suggested ways in which this **personal contact with a careers adviser** could become **more effective**:

'I think it would be good if we could get more careers advisers into our PSE classes so that we can get to speak to them more often and they could help us with any problems we have because sometimes I don't really feel comfortable going to someone I don't know that well and asking them things. If they came into our class on a regular basis then I'll find it easier to talk to them.'

In the next chapter we consider the views of school staff.

Chapter 5: The views of staff

This chapter draws on the interviews with staff in the three core schools and with those of our key informants who had a direct involvement with schools or could comment from experience on the role of websites in schools. Each of these schools took part in the previous research in 2009 (see Appendix 1 for a description of the key features of these schools). The interviews covered SDS' prioritisation of CIAG services; staff's use of career websites in their guidance or PSE role; their views on the value of career websites; issues relating to pupils' use of such websites and the role of social media in CIAG.

Prioritising needs

As we explained in Chapter 1, SDS has been charged by the Scottish government to ensure that services are targeted on those most at risk of not making a positive transition. As we noted, this means that the level and type of service that pupils receive from SDS will vary depending on the assessment of their need. Career websites, in particular MyWOW, are expected to play a key role for those assessed as at low risk of not making a positive transition. As we outlined in Chapter 1, the risk matrix that schools use to identify pupils at risk and the matrix introduced SDS in 2012-13 are both based on similar types of educational, family and social/economic information and do not include information or criteria related to career guidance needs such as vocational uncertainty.

School staff were asked what their understanding was of risk assessment and prioritisation of CIAG services. **Staff generally understood that those at risk of not making a positive transition after school were the priority, but did not think that pupils understood this:**

'The focus has changed for SDS, they are not routinely interviewing every single pupil about to reach school leaving age, which would have been done before. They are now targeting those at the margins, those most likely to become MCMC. For many of the pupils who will be classified as green, a lot of their careers provision will be MyWOW.' [DHT]

'All pupils are aware it's open to everyone, they don't know anything about green, amber, red.' [PT Pupil Support]

'The main priorities are those leaving, especially if they have taken no career planning action. The other priorities are those with Additional Support Needs or other needs.' [DHT]

How this prioritisation would work was an important issue for staff: there were some **concerns about whether prioritisation was fair, and could work with pupils:**

'My views on this are a bit mixed, it's a shame that every pupil doesn't get equal entitlement, but if you were to triage the pupil group you would say you can understand why this is happening. 34% of them will go on to HE whether you like it or not, not sure if there's any need for them to have a careers adviser interview.' [DHT]

'It's targeted to those in need at S4, mostly MCMC, but young people do not pigeonhole like that.' [HT]

'My instinct would be that if a guidance teacher referred a pupil to the careers adviser then those with 'ordinary' career guidance needs would be less likely to be noticed... if they were identified then they would get adult support... but I am not comfortable that a lot of the support can be through the internet or a website.' [DHT]

The career guidance needs of the 'green' or 'minimum risk' group, those who seemed to be achieving educationally and who had good family support, were of concern to staff: **those classified as 'at least risk' were thought to still need support, from either SDS or the school:**

'The green group will definitely have needs because they are kids, they had needs in the past, why not now? It's important to build up skills so that they can be as self-sufficient as possible, but even the most ambitious, motivated, achieving S6 pupil still needs support and reassurance; but should it be from SDS or from the school? That's the question.' [DHT]

Career websites as part of the school's careers provision

We wondered how much use teachers were making of career websites within their guidance role and their PSE classes. The use of PlanItPlus was built into those parts of PSE which dealt with career education in the three of the 'core' schools all of which were in authorities that were in partnership with Education Gateway, which designed and manages the PlanItPlus website. However, **both PlanItPlus and MyWOW were included to some degree in PSE:**

'The aim of the PSE sessions in S4 is to let them see the websites and to encourage them to play about with them in their own time, they don't have to be too serious about using them at this stage if they are planning to stay on to S6, they can look at them at home or in the school library... just to play around to expand their ideas.' [Teacher]

But it seemed that MyWOW was less commonly used by teachers than was PlanItPlus. While PlanItPlus had certainly been available to the schools for longer, the main reason it was more extensively used is that it had been **designed for schools in a way that MyWOW had not been:**

'PlanItPlus is built into the PSE programme; MyWOW is built into the Careers Adviser's work with groups.' [DHT]

Pupil support staff commonly **used career websites within pupil interviews**, especially at key decision points such as when pupils were choosing school subjects, although for some the time constraints made this difficult:

I certainly make regular use of the PlanItPlus website with S2 pupils, particularly where the issue is about the implications of choice, or a pupil saying 'I'm interested in aeronautical engineering, what subjects do I need?' and I'd say 'Let's have a look...' [PT Pupil Support]

I wouldn't use websites as part of a one-to-one interview, probably more because of the time available, there's no time to say 'let's sit down together to look at this.' [PT Pupil Support]

Positives in using career websites

All the staff interviewed identified positives about career websites. The most commonly noted positive was the **range and quality of the information** that websites could provide:

'There's a lot of information, a wealth of information, provided in one place.' [Teacher]

'It is updated continually by professionals so you know that it is current and you can have confidence in the information.' [DHT]

'Websites are better for keeping up to date and can make things seem more interesting, more attractive visually.' [Teacher]

In addition to providing good quality information, teaching staff thought that **websites could broaden ideas**:

'They're good at clarifying entry requirements. MyWOW has a good section on careers in the future, it's quite clever.' [PT Pupil Support]

'Pupils tend to think about careers they can see, like doctor, nurse, etc and a website can help them get behind the scenes and think beyond their own experiences.' [PT Pupil Support]

'CareerOmeter⁵' is good, it helps to give them new ideas, pupils like that, jobs coming up with different colours to show how close the match is, then it's easy to do one click on any career to get more information.' [Teacher]

A point that emerged from interviews was that they are not only a resource for pupils but **career websites can also support staff**:

'I'm fairly new to the careers remit, there's a lot of strands, it's not easy to pull together. A website can help, can bring a clarity, it can be helpful for me just to know what is out there, what progression there is through courses and how entry requirements are changing.' [PT Pupil Support]

From the point of view of a Headteacher, career websites had three clear advantages: firstly, websites could help to ensure that **CIAG services to schools could be more evenly distributed**:

'Across and within local authorities, with regard to the distribution of Careers Advisers, not all schools get the same service – nor ever did. But if an ICT system will work, that eradicates unfairness.'

Secondly, where school resources are tight, **careers websites can fill a gap in pupil support and PSE**:

'The capacity for schools to support kids is less than it used to be. There are fewer DHTs and a lot of schools have reduced pastoral care staff under McCrone. In some instances, career education will go, therefore a good ICT system will be the 'escape from jail' card.'

And thirdly, **career websites could reassure school managers that school staff were giving accurate information to pupils**:

⁵ CareerOmeter is a feature in PlanItPlus with a series of questions about subjects, preferences and interests which provides users with a list of matched occupations.

'I couldn't be confident, even when the world was less uncertain and the situation clearer, that the information staff were giving to pupils was accurate. At least a website is some kind of guarantor of accuracy, in so far as it's possible.'

Limitations of using careers websites

While staff valued career websites, their comments raised important **issues about the interpretation of information and the importance of getting feedback on ideas:**

'Some information needs to be interpreted to the person, for example in an options interview when you look at careers information the website can't say, 'This sounds like you, sounds like a lot of the things you're into.' Websites are a tool to be used, some uses you can do on your own. But they work best alongside a mentoring input.' [PT Pupil Support]

'Young people need to communicate their ideas, they need feedback – 'what do you think of these ideas?' Or clarification – 'Does that mean...?' or 'If I apply to that college course will I definitely get the next course up afterwards?' The website can tell you the routes, but you need to discuss in more detail what that means for them.' [Teacher]

In considering what career websites could and could not do, teaching staff also raised **concerns about the need for personalised inputs, and the importance of encouragement and raising aspirations:**

'You can't ask a question and the website doesn't know you and can't personalise what it is telling you to suit you. A person will know what you have done so the advice can be much more personal and rich and useful.' [PT Pupil Support]

'Pupils like the internet, but not for careers. You have to have face-to-face, the personality of the CA is important, you need to know you can speak to her, she is trustable.' [DHT]

'A website can't get the whole picture of who you are, people can draw it out of you. They might say 'I couldn't really do that, could I?' A person can encourage, a website can't.' [PT Pupil Support]

Staff also had some practical **concerns regarding access and passwords:**

'Pupils cannot access every hour, they have to have access to computers and there is pressure on ICT suites at peak times of year.' [DHT]

'You can't assume everyone has access in practice. There may be a computer at home, but it may be broken, or Dad has priority use for work, or Mum for her course... Also, they forget their passwords!' [Teacher]

There were also some worries that **pupils would get easily discouraged if use of a career website seemed too complex:**

'Young people tend to give up if a search gets complicated or if they get lots of alternatives.' [Teacher]

Pupils' use (or non-use) of career websites

We asked staff which pupils they might anticipate would make more (or less) use of career websites, and what issues they were aware of in pupil use of career websites. A key issue for staff was **whether pupils would be proactive in their use of websites** or whether this might need to be prompted by others, whether family or school staff.

'There's an issue of family support, if they have the facilities at home and have support, they could make better use of it.' [DHT]

'Parental push is important to encourage pupils to use websites.' [PT Pupil Support]

'On the back of a guidance teacher interview about options a pupil might go away and look at websites, but the initiative is the guidance teacher's, I send pupils away with a post-it note telling them what to look at on the website.' [PT Pupil Support]

Teachers thought that the extent of use of career websites would depend on **whether pupils themselves recognised their need** to do so, or were **sufficiently confident and motivated**. There were different views about the extent to which pupils would be able to do this:

I don't see the vast majority using the website, it's not on their list of priorities. The deal is – you get through school, get qualifications and then think about the future... if you waited till pupils see the need you will wait forever. This is the attitude the school is trying to change.' [DHT]

I suppose using it will be driven by how strong the pupils' needs are, if they see themselves as needing the information that's on the website then they will use it and stay on it longer.' [DHT]

'It depends how confident and adventurous a young person feels, I think about half of the S4 could use websites.' [PT Pupil Support Teacher]

Gender or attainment might be a factor that would affect who might use websites, some staff thought:

'Girls are likely to stay on it longer because they have more focus, maturity and concentration.' [DHT]

'Websites are designed so that one size fits all but young people are not like that. The most able are going to be able to do it, and you could argue that those with Additional Support Needs already have help available, so I feel the ones who will have a problem are the ones in the middle.' [DHT]

We asked staff to respond to the common stereotype that pupils are 'digital natives', that is, that ICT is second nature to them. Staff were generally unconvinced by this view, noting from experience that **pupils need a lot of help to use websites effectively**:

'NO! I've seen them using websites! They need led by the hand! I've seen it both in guidance and my subject, they like Google but are only capable of getting general information out of it.' [DHT]

Use of social media for career information, advice and guidance

Given that the SDS' universal service for 2012/13 for schools includes 'ongoing support from MyWOW, webchat and customer contact centre' [Ref SDS Corporate Strategy 2012/13 p10] it was important to ask staff about the extent to which they thought their pupils would make use of such services. We asked about social media (Facebook, Twitter, web chat), but also about non-face-to-face contact such as via telephone or email.

Staff thought that **pupils were not at the stage of using social media for CIAG:**

'There's no sign yet of pupils using social media for more serious purposes, not yet. My only experience is that pupils do email a re-draft of their statements for UCAS, but that comes out of a face-to-face meeting.' [PT Pupil Support Teacher]

They were hesitant about how this would work and had **mixed views about whether using social media, telephone or email for CIAG was a good thing or not.**

'If a particular course or opportunity can be shared on Facebook then lots of people can Share and Like and they can tap in to ask questions. For young people an email is more formal. If an advisory service or a route into assistance can be via Facebook then young people are more likely to use it. In some ways I'm quite positive about non-face-to-face stuff, but my instinct is also to say they are not building up real personal social skills. If it's about getting information, then yes to using social media, but if it's about longer term decision-making it will need to be a person, whether it is the school or SDS.' [DHT]

'Some young people might like the phone because they are more embarrassed face-to-face. Kindles are used as a hook to get boys to read and I could see that Facebook and Chatline could be a good hook in a similar way. Twitter conversation is better than nothing or as an adjunct, but it could not replace face-to-face.' [Teacher]

'It can be informative and keep you up to date – even only if social media is where you request a face-to-face contact. Email can do challenge, but it's so difficult to get the tone right, you lose it easily, it's faceless. But when it's something important to me, I want to speak to a human being.' [ICT Specialist Teacher]

There were some **concerns about monitoring and child protection issues:**

'Twitter and Facebook don't seem like a formal forum. If you Like something and it comes up on your page, you could get putdowns.' [PT Pupil Support Teacher]

'I know from bitter experience of cyber-bullying on Facebook that young people don't always manage social media very well. All it takes is one pupil to bring down a system by swearing on the internet or sending the careers adviser an inappropriate image for it all to stop.' [DHT]

And lastly, one member of staff raised **concerns about the impartiality of information provided through social media:**

'You would not get impartial information from social networks, I think young people would agree, so why use social media when they have a person full-time in the school?' [ie the careers adviser] [Teacher]

It was clear that staff were surprised and somewhat bemused at the notion that pupils might use social media in CIAG; while email or telephone contact seemed a more likely option, staff had not really considered other options than face-to-face contacts or the use of career websites for CIAG.

In the next chapter we consider the evidence on the impact of career websites compared with other forms of CIAG.

Chapter 6: Measuring the impact of career websites

A key question that this research addresses is the extent to which the use of career websites promotes young people's career management skills (CMS). While it is essential to ask pupils, teachers and other stakeholders about their opinion and perceptions of websites and other CIAG provision and to learn from this, it is also essential to examine whether, in practice, they make a difference – is there evidence of actual impact? As we explained in Chapter 1, we approached this through a 'before and after' design whereby pupils assessed their career management skills in the first survey and then completed the same assessment three to four months later in the second survey. They also provided information on their use of MyWoW and PlanitPlus and any other careers related activities and inputs over the intervening period.

Assessing changes in pupils' career management skills

We made a small number of revisions to the questions we had used in the earlier study to assess different aspects of pupils' CMS and decision-making. We had developed them from the then Careers Scotland's SING tools (Strategies for Identifying Needs in Guidance, Careers Scotland, 2004) which in turn had drawn on a number of sources including the learning outcomes of the National Framework for Career Education in Scotland (LTS, 2001) and a number of NFER studies. For the purposes of this research, we aligned the questions with the Career Management Skills Framework which was developed by SDS on behalf of the Scottish Government (SDS, 2012). The CMS Framework provides a framework for those organisations in Scotland responsible for the planning, management and delivery of career information, advice and guidance services and those providing career related learning. It is used by SDS as the basis of its career development work in schools.

The career management skills questions used in the survey comprised a total of 32 items to assess different aspects of pupils' CMS defined in terms of:

- awareness of strengths, weaknesses and values;
- opportunity awareness;
- career planning readiness;
- support and advice awareness;
- application skills and knowledge.

We constructed an overall score for pupils' responses in each of the surveys to the items in each of the five career management skills and then compared pupils' mean scores for each CMS as measured in the first survey with their mean scores in the second survey. The mean score in all of the five CMS had increased slightly in the time period between the first and second surveys and regression models confirmed the level of change was significant.

We then used a linear regression model to assess the impact of career website use on pupils' CMS. This technique enables us to take account of pupils' level of career management skills in the first survey and then to assess the effect of using MyWoW and/or PlanitPlus in the intervening period

taking into account any other careers-related activity pupils may have had as well as controlling for other factors that might impact on pupils' career management skills such as attainment, attitude to school, ethnicity, and family background.

Each of the five career management skills was modelled separately in a series of steps to enable us to examine the effect of introducing each new factor. Factors that proved significant at the level of 0.05 were carried forward to the next step while the non-significant factors were omitted. All of the following factors were examined in the modelling:

- score in the relevant career self-management skill in first survey;
- if used MyWOW website since completing the first survey;
- if used the PlanItPlus website since completing the first survey;
- if used the school careers library since completing the first survey;
- if spoken to a teacher at school about their career ideas since completing the first survey;
- if discussed their careers ideas at home with family since completing the first survey;
- if had asked careers advisor questions at a drop-in session at school since completing the first survey;
- if had had an interview with the school careers advisor since completing the first survey;
- extent of careers focus;
- intended school leaving stage;
- planned post school destination;
- gender;
- expected attainment levels (as measured by level of Standard Grades and Access/Int being taken);
- ethnicity;
- disability;
- school attended;
- mother's and father's level of education;
- mother's and father's current status;
- living arrangements;
- truancy;
- if thought school is helping to give them confidence to make decisions;
- if thought school is helping to prepare them for life after school;
- attitude to school; if thought:
 - school is a waste of time;
 - school work is worth doing;

- ♦ my friends don't take school seriously.

Tables 1-5 show the results of the linear regressions for each of the five career management skills; Figure 1 summarises the results, providing an overview of the factors that had a significant impact on each of the five career management skills. We examine firstly whether the different CIAG activities that pupils had experienced between the two surveys had made a difference to their CMS scores in the second survey, controlling for the factors listed above. We then report on the individual pupil factors that also made a difference to pupils' level of CMS in the second survey. We would note that, as might be expected, pupils' prior score in the first survey was highly significant in predicting their score in each of the CMS when surveyed again but we focus on the effect of CIAG inputs and other personal factors. The discussion covers all the factors that made a difference to pupils' CMS but it should be remembered that other factors were included in the early stages of the analysis but are not discussed because they proved to have had no significant impact.

The impact of different CIAG inputs and experiences on pupils' career management skills

Use of the career websites had a limited impact over the time-frame of the study: taking all the other factors into account, pupils who used MyWoW had improved their score on *support and advice awareness* compared with their classmates who had not made use of it (b .17, Table 2) but use of MyWoW made no difference to their score on the other four CMS. The level of impact of MyWoW was relatively small, for example, discussing their career ideas with a teacher, using the school careers library or having a clinic session with a careers adviser each had a greater impact on pupils' *support and advice awareness* than use of MyWoW⁶.

The use of PlanitPlus also had a positive impact on one of the five CMS: pupils who had made use of PlanitPlus in the period between the two surveys had slightly improved their score on *opportunity awareness* than other pupils who had not done so (b .12, Table 3). Again the size of the impact is modest.

Pupils who had attended a clinic session with a career adviser in the intervening period between the two surveys showed an improvement in three CMS compared with pupils who had not done so. The pupils who had been to a clinic session had improved their score in relation to *opportunity awareness* (b.30, Table 3), *support and advice awareness* (b .27, Table 2) and *application, skills and knowledge* (b .25, Table 5) after controlling for all the other factors in the model.

Discussing their career ideas with a teacher also had a positive impact on pupils' CMS. In comparison with their classmates who had not done so, pupils who had had such discussion in the period between the two surveys had higher scores on four of the CMS: *awareness of strengths, weaknesses and values* (b .14, Table 1), *support and advice awareness* (b .36, Table 2), *career planning readiness* (b .20, Table 4), and *application, skills and knowledge* (b .18, Table 5). These results control for all of the factors listed above and so take into account other career-related activities as well as individual

⁶ This is indicated by the beta coefficient which gives an indication of the size of the effect of the factor in question.

factors such as attainment level, planned leaving date and so on. The one CMS that teacher discussion did not have a significant impact on was '*opportunity awareness*'.

Controlling for all other factors, including other CIAG inputs, pupils who consulted leaflets and books in the school careers library scored more highly on all five career management skills than pupils who, in each case, had not made use of the school careers library. The models demonstrate that pupils who used the school careers library in the intervening period showed an improvement in their *awareness of strengths, weaknesses and values* (b .15, Table 1); *support and advice awareness* (b .33, Table 2), *opportunity awareness* (b .29, Table 3), *career planning readiness* (b .20, Table 4), and *application, skills and knowledge* (b .26, Table 5).

Discussion of their career ideas with their family had a positive effect on pupils' scores on three CMS. Taking all the other factors into account, pupils who had had such discussions between in the months between the first and second surveys had improved their *awareness of strengths, weaknesses and values* (b .15, Table 1); *opportunity awareness* (b .28, Table 3), and *career planning readiness* (b .32, Table 4).

In addition to demonstrating the impact of individual CIAG inputs and experiences, the results are another indication of the 'mixed economy' of CIAG: pupils' scores on each career management skill were affected by several CIAG activities they experienced, no single input or experience is responsible for any gains in their CMS. The results also suggest that the different types of input or activity may contribute more to certain CMS than to others.

The impact of personal factors on pupils' career management skills

Turning to the individual pupil factors that made a difference to pupils' level of CMS in the second survey, we found that pupils in the high attainment group were likely to have higher scores on three of the CMS than their classmates in both the low and middle attainment groups. This applied to *awareness of strengths, weaknesses and values* (b .16, Table 1); *support and advice awareness* (b .18, Table 2), and *career planning readiness* (b .32, Table 4). This is controlling for all the other factors including any CIAG inputs and experiences they had had in the intervening months between the surveys as well as other aspects such as their planned leaving date.

Pupils' career focus - that is whether they had some ideas about their future career and how definite these ideas were - was a factor that impacted on their scores on two of the careers management skills. Pupils who stated that their career ideas kept changing scored less highly than other pupils on *awareness of strengths, weaknesses and values* (b -.22, Table 1). In the case of *career planning readiness*, it was pupils who had no idea about what they want to do in the future who were likely to have a lower score than other pupils who had some ideas (whether or not these were definite) (b -.19, Table 4).

Reassuringly, pupils who were planning to leave school at the end of S4/winter S5 were more likely than their classmates intending to stay on until the end of S5 or S6 to have improved their score on *career planning readiness* (b .33, Table 4). Similarly these pupils were also more likely to have a

higher score on *support and advice awareness* (b .47, Table 2). The results may reflect the imminence of these pupils' leaving date.

Pupils' post school plans had an impact on their scores in respect of *awareness of strengths, weaknesses and values* and *support and advice awareness*.

In the case of *awareness of strengths, weaknesses and values* pupils who were planning to go to college, get a job or training place, take a year out/travel/volunteer or who did not yet know what they would do each had a lower score than pupils intending to go on to university or do 'something else' (Table 1). These results are after controlling for the other factors and so are not explained by, for example, pupils' attainment level.

Pupils who indicated in the survey that they planned to do 'something else' were likely to score more highly on *support and advice awareness* than their counterparts who had other plans or who did not know what they would do (table 2). It may be that having a less common plan means that pupils have had greater need of searching out information and advice and so have a higher level of awareness of the support and advice available. Equally, it may reflect a greater degree of proactivity on the part of pupils pursuing a choice that, to some extent, may go against the flow.

Figure 6.1: Overview of factors that impact on pupils career management skills (linear regression analyses)

	Awareness of strengths, weaknesses and values	Opportunity awareness	Career planning readiness	Support and advice awareness	Applic.n skills and knowledge
CMS at 1 st survey	*	*	*	*	*
used My World of Work				*	
Used PlanitPlus		*			
'drop-in' session with careers adviser in school		*	*	*	
discussion with teacher	*		*	*	*
used leaflets and books in the school careers library	*	*	*	*	*
discussion with family	*	*	*		
attainment	*		*	*	
career focus	*		*		
planned leaving date			*	*	
post school plans	*			*	

Table 6.1: Factors that impact on pupils' awareness of strengths, weaknesses and values* (linear regression)

	Final model			
	Unstandardized Coefficients		Standardized Coefficients (effect size)	
	B	Std. Error	Beta	Sig
Awareness at Q1 (nscore, ref=mean)	.36	.03	.37	.000
School careers library since Q1 (ref: not used)				
Used school careers library	.15	.07	.078	.035
Spoken to teacher about career ideas since Q1 (ref not spoken)				
Spoken to teacher	.14	.06	.07	.026
Spoken to family about career ideas since Q1 (ref not spoken)				
Spoken to family	.15	.08	.06	.050
Career focus (ref: others)				
My ideas keep changing	-.22	.08	-.09	.004
Post school plans (ref: university and 'something else')				
college	-.19	.071	-.08	.009
Job/training	-.26	.09	-.09	.005
Year out/travel/volunteer	-.36	.13	-.08	.005
Don't know	-.23	.09	-.08	.001
Attainment (ref: low and mid attainers)				
High	.16	.06	.08	.011
Constant	-.10	.08		.185

*normalised score; mean of 0 and standard deviation of 1

Table 6.2: Factors that impact on pupils' support and advice awareness* (linear regression)

	Final model			
	Unstandardized Coefficients		Standardized Coefficients (effect size)	
	B	Std. Error	Beta	Sig
Awareness at Q1 (nscore, ref=mean)	.41	.03	.42	.000
MyWoW since Q1 (ref: not used)				
Used MyWoW	.17	.06	.09	.003
Clinic session with school careers advisor since Q1 (ref: no session)				
Attended clinic session	.27	.08	.11	.001
School careers library since Q1 Clinic session with school careers advisor since Q1 (ref: not used)				
Used school careers library	.33	.08	.14	.000
Spoken to teacher about career ideas in last 3 wks (ref not spoken)				
Spoken to teacher	.36	.06	.18	.000
Attainment (ref: low and mid attainers)				
High	.18	.06	.08	.004
Post school plans (all others)				
Something else	.47	.18	.07	.010
Constant	-.40	.05		.000

*normalised score; mean of 0 and standard deviation of 1

Table 6.3: Factors that impact on pupils' opportunity awareness* (linear regression)

	Final model			
	Unstandardized Coefficients		Standardized Coefficients (effect size)	
	B	Std. Error	Beta	Sig
Awareness at Q1 (nscore, ref=mean)	.50	.03	.51	.000
PlanitPlus since Q1 (ref: not used)				
Used PlanitPlus	.12	.06	.05	.048
Clinic session with school careers advisor since Q1 (ref: no session)				
Attended clinic session	.30	.08	.12	.000
School careers library since Q1				
Clinic session with school careers advisor since Q1 (ref: not used)				
Used school careers library	.29	.07	.12	.000
Spoken to family teacher about career ideas since Q1 (ref not spoken)				
Spoken to family	.28	.07	.11	.000
Constant	-.36	.07		.000

*normalised score; mean of 0 and standard deviation of 1

Table 6.4: Factors that impact on pupils' career planning readiness* (linear regression)

	Final model			
	Unstandardized Coefficients		Standardized Coefficients (effect size)	
	B	Std. Error	Beta	Sig
Readiness at Q1 (nscore, ref=mean)	.45	.03	.46	.000
Clinic session with school careers advisor since Q1 (ref: no session)				
Attended clinic session	.16	.08	.06	.042
School careers library since Q1 (ref: not used)				
Used school careers library	.20	.07	.09	.004
Spoken to teacher about career ideas since Q1 (ref not spoken)				
Spoken to teacher	.20	.06	.10	.001
Spoken to family about career ideas since Q1 (ref not spoken)				
Spoken to family	.32	.07	.12	.000
Career focus (ref: others)				
No idea what want to do	-.19	.08	-.06	.025
Attainment (ref: low and mid attainers)				
High	.32	.08	.11	.002
Leaving date (end S5, end S6)				
End S4/winter S5	.32	.08	.11	.000
Constant	-.49	.07		.000

*normalised score; mean of 0 and standard deviation of 1

Table 6.5: Factors that impact on pupils' application skills and knowledge* (linear regression)

	Final model			
	Unstandardized Coefficients		Standardized Coefficients (effect size)	
	B	Std. Error	Beta	Sig
Skills and knowledge at Q1 (nscore, ref=mean)	.47	.03	.48	.000
Clinic session with school careers advisor since Q1 (ref: no session)				
Attended clinic session	.25	.08	.10	.002
School careers library since Q1 (ref: not used)				
Used school careers library	.26	.07	.11	.001
Spoken to teacher about career ideas since Q1 (ref not spoken)				
Spoken to teacher	.18	.06	.09	.002
Leaving date (end S5, end S6)				
End S4/winter S5	.19	.08	.07	.013
Constant	-.20	.04		.000

*normalised score; mean of 0 and standard deviation of 1

Chapter 7: Conclusions

The need for evidence of impact and effectiveness

The starting point for this research is that career websites are, and will continue to be, an essential and valuable component of career education and guidance provision. They are the subject of considerable investment in many countries and in Scotland, Skills Development Scotland (SDS) has been particularly pro-active in developing MyWoW and in delivering CIAG services which use the website as part of a blended service. The range and depth of professional career guidance services in Scotland is notable, particularly compared to the current lack of quality career guidance for young people in England. The pupils and staff in this research valued MyWoW and PlanitPlus: a large majority of pupils who had used them would do so again and would recommend them to friends. School staff not only identified a number of benefits for pupils but also found websites valuable for themselves in their role in supporting pupils in their career development.

While it is essential to find out and take account of what pupils and other stakeholders think of MyWoW (and other career-related provision), it is necessary to go beyond this to assess the *impact* on clients' career development. At a time when public services must use their resources efficiently (SG, 2011b), it is also essential that provision makes a real difference in practice as SDS recognises in its aim to '*... focus our resources on the services that make the most difference to customers ...*' (SDS, 2012a p11). This means there is a need to gather hard data on the impact of CIAG provision as well as seeking clients' and stakeholders' opinions.

Assessing actual impact of CIAG provision can be a more costly and sometimes more difficult undertaking than evaluations of clients' views but without doing this it is impossible to judge the effectiveness of any activity or input. This study highlights the importance of gathering hard evidence since while pupils were positive about MyWoW and PlanitPlus, they each had a limited impact on pupils' career management skills compared with other forms of CIAG. Discussions or surveys of clients' and stakeholders' experiences and opinions provide a way to understand the reasons behind the results of studies of impact and effectiveness and can point to ways in which provision can be developed. Nevertheless, on their own, they are insufficient to assess the effectiveness of policy and provision.

Recommendation 1: Scottish Government and SDS should evaluate CIAG policy and practice in terms of whether provision makes a demonstrable and positive impact on clients; client opinion and satisfaction measures are insufficient on their own.

Pupils' ability to use websites effectively

While pupils and teachers generally valued MyWoW and PlanitPlus, a recurring theme in the group work with pupils, in their survey comments and in the staff interviews in this study was that pupils' ability to use websites effectively in relation to their own career development was limited. Using websites effectively to help with career thinking is no small order. It requires the ability: to formulate

appropriate questions; to access the information relevant to them; to manage the volume and complexity of the information generated; to assess its veracity and value; and to relate the generality of the information and insights gained to their own personal circumstances and needs. Such ability is frequently taken for granted in the case of young people who are often perceived as 'digital natives' for whom the internet is a 'natural' space' (YouthNet, 2010 p6) and whose use of digital technologies is seen as 'completely ingrained in their lives' (Green and Hannon, 2007 p16). But a growing body of research raises questions about such assumptions. Bennett, Maton and Kervin conclude that *'The picture beginning to emerge from research... is much more complex than the digital native characterisation suggests. While technology is embedded in their lives, young people's use and skills are not uniform.'* (Bennet et al., 2008 p783).

Reviewing the literature on search behaviour Hooley et al reached a similar conclusion: that assumptions about the 'Google generation' are misplaced, that despite their apparent expertise with electronic resources, young people's abilities to search databases and interrogate information systems are questionable (Hooley et al., 2010a). A recent study from Barnardo's concluded that although young people were using the internet regularly, in most cases this was only to access social media, and that *'...our research questions the assumptions often made by policy makers that all young people are digitally literate'* (Barnardo's, 2013 p11). Research focusing specifically on how individuals use the internet for career support found that their information search and retrieval strategies were limited, that few were concerned about the reliability and validity of the information they found, paying little attention to the provider and provenance of the information (Bimrose, et al., 2010; Hooley, et al., 2010a).

It is not only a question of general digital literacy skills but the extent to which this can be applied to learning in other contexts (Crook 2011). Hooley points out that there is general recognition that information literacy happens within particular contexts, one of which is career development (Hooley, 2012 p5) and refers to 'digital career literacy' where individuals are able to combine digital literacy with career management skills. One message from this research, which echoes that of other commentators, is the need to support pupils not only to develop their digital literacy skills but to do so in relation to their career development, for example, as part of career education (eg Watts and Offer, 2006; Hooley, et al., 2010; Hooley, 2012).

There are major implications for the competencies and professional development of CAs (and teachers) if they are to be able to support clients in using websites and other digital technologies effectively and also to utilise such approaches in their own work with clients. The implications of the various digital technologies for the professional role of careers advisers is currently a matter of exploration and discussion in the profession; indeed, in discussing the changing practice of career guidance Bimrose, et al. identify the 'integration of information and communications technology (ICT) into practice as probably the key contemporary challenge' (Bimrose, et al., 2013 p221).

***Recommendation 2:** The professional career guidance community needs to give attention to experimenting with different ways of integrating web-enabled technologies into more 'traditional' approaches, including face-to-face guidance. SDS might consider developing a short training package on accessing and utilising career information which could be delivered in schools and also available on MyWoW.*

A mixed system of careers provision

The research gives further weight to the argument that websites are most appropriately viewed as one element within a mixed system of career provision. This and other research demonstrates that while young people expect to use on-line CIAG provision, they perceive it as an additional method of delivery, not as a replacement of face-to-face support (Watts and Offer, 2006; Bimrose, et al., 2010). The Ofsted report on career guidance in schools in England notes that while many students felt that websites were an excellent starting point, most wanted further support to explore the suggested career options (Ofsted, 2013). Pupils in our study valued MyWoW and PlanitPlus but did not regard them as a replacement for direct contact with a careers adviser, a view shared by the teachers interviewed. We found, in common with other research, that pupils expected to use different sources of CIAG for different purposes and while they might use websites (especially for information) they also wanted direct contact with a careers adviser (Watts and Offer, 2006, Bimrose et al., 2010).

This and other research (for example Dyke, Foskett and Maringe, 2005; Barnardo's 2013) shows that young people tend to seek out 'authentic experiences' and to rely on trusted sources to guide decision making despite being in the so-called 'information age'. The Barnardo's research noted that *'the messages we received were that for careers guidance to be taken seriously by young people it needs to come from a trusted and authoritative source that they know. Whilst web and phone-based services can be extremely helpful in providing specialist information, they can never truly replace the advice and guidance elements that are present in face-to-face interaction'* (Barnardo's, 2013 p3). Our research supports three key aspects noted in this quote: the importance to most young people of face-to-face contact; the fact that the person they speak to should be knowledgeable and informed; and, critically, that it should be someone who knows them and that they, in turn, know.

While the current Scottish Government and SDS approach to CIAG is that MyWoW (and webchat and the customer contact service) is part of a 'blended approach to delivery' which also includes direct contact with a careers adviser this does not mean that all young people have ready access to a careers adviser. One issue is that the blended approach is based on the assumption that for *most pupils*, websites can meet *all their needs*. A second issue is that the criteria used to identify which pupils can receive or access in-depth face-to-face contact with a careers adviser does not include criteria related to career thinking and uncertainty.

What is meant by 'direct' or 'face-to-face' contact with a careers adviser as part of the blended approach is critical. Discussions can sometimes be at cross-purposes: some individuals mean all face-

to-face contact, including both one-to-one/individual and in a group; others mean only on an individual basis. The distinction matters, because the research found that one-to-one contact with a careers adviser in a drop-in/clinic session had a positive impact on three career management skills. Pupils emphasised the need for face-to-face contact with a careers adviser and in doing so, most wanted such face-to-face contact to be on an individual basis; face-to-face contact in a group setting was second best. The evidence clearly demonstrates that all pupils should have the opportunity of contact with a careers adviser on a one-to-one basis.

Can websites meet all the needs of most pupils?

Current policy assumes that MyWoW (and associated webchat and contact service) can meet all the requirements of the majority of pupils but the evidence from this research does not support this policy. Pupils and teachers were clear that websites such as MyWow are less helpful for certain purposes and the research results clearly demonstrate that where pupils used MyWoW, it had a positive impact on only one of the five career management skills examined. Face-to-face discussion on an individual basis with a careers adviser in a clinic session made a positive difference to three of the career management skills. It is therefore not simply the case that pupils prefer such personal contact with a careers adviser but that such approaches actually have a greater effect on their career management skills than using MyWoW. As such, face-to-face approaches on a one-to-one basis represent a better use of resources.

Career websites were seen by pupils and school staff as especially useful for accessing information about areas of interest. Websites provide access to a huge range of information but there is a downside: pupils, if using career websites without support, can focus simply on the educational and training opportunities and career areas that they know about and are within their and their families' expectations and horizons – this was raised with us in course of the study and is echoed in other studies (Chant, 2012; Hooley, 2012; Ofsted, 2013). An important aspect of career guidance is to challenge stereotypical thinking, to encourage individuals to consider alternatives and to raise aspirations - the question remains whether websites can do this. Unless pupils are encouraged to move beyond simply using websites to quickly answer their immediate questions then they may simply reinforce their career thinking with the danger of perpetuating existing inequalities: *'The social consequence of failing to challenge people's career thinking is a tendency towards social and occupational reproduction'* (Hooley, 2012 p8).

Another issue is whether career websites can be sufficiently flexible to respond to the diverse range of users who each have their own particular abilities, interests and needs. ICT is sometimes portrayed as a way to offer more individualised or at least more differentiated provision but there are major limitations in this respect. Even the most advanced and interactive websites in use today are based on human-programmed algorithms which may at their best permit a certain amount of personalisation in terms of options and responses to the user, but they do not approach the sensitivity of a human respondent who can observe the attitudes, the sub-text of verbal responses and above all non-verbal communication by the user/client and tailor his or her own responses accordingly in a more flexible and personal way than a website. It is possible that in the foreseeable

future websites, particularly if hosted on a computer that has biometric and other sensors reacting to the individual user, may approach more closely the performance of a human counsellor, but that is not the case now or in the near future. As it stands the current career websites cannot alter their tone or language level or check understanding in the way a person can. This issue was raised with us in this research, particularly with respect to those who have additional support needs but it is an issue that applies across the full client group.

There are growing calls for face-to-face career guidance to be made available to all young people. It is notable that in its review of careers guidance for young people in England, the House of Commons Education Committee stated that '*We believe that face-to-face guidance is an integral part of good quality careers guidance*' and went on to recommend that '*a minimum of one personal careers interview with an independent adviser should be available for every young person*' (House of Commons, 2013 p3). Similarly the National Careers Council (England) in a major report advocated the availability of face-to-face guidance to all pupils from Year 8 [S2] onwards (National Council, 2013). The Barnardo's study of careers advice concluded that face-to-face advice is vitally important in providing quality career guidance to young people and it calls for face-to-face guidance to be guaranteed for all young people who ask for it (Barnardo's, 2013). While career policy and practice in England differ from that in Scotland, we would argue that the same principle applies – that face-to-face guidance on a one-to-one basis is integral to good CIAG – moreover, the evidence demonstrates that it is effective.

***Recommendation 3:** Given the positive impact that individual face-to-face contact with a careers adviser has, all pupils should be able to access such provision.*

Targeting and prioritising

Under current policy direct contact with a careers adviser is based on identified need but the evidence points to several problems in terms of the criteria used.

As explained in Chapter 1, the identification of pupils for more intensive direct support from a careers adviser is based on a risk or needs matrix by SDS and the school concerned. Both the school and SDS assessment of need focus on educational and socio-economic factors to try and identify pupils who may not achieve a positive post school transition. These are valid criteria but the evidence of this research is that these criteria need to be extended. When assessing which pupils need the specialist contribution of SDS ie career guidance, criteria related to pupils' career thinking and development should also be incorporated into the assessment of service need. We found that pupils who were uncertain about their career ideas were less likely to use MyWoW, less likely to talk to their family about their career and also less inclined to discuss them with teachers - yet these are pupils who would not be identified using the current criteria as requiring direct input from a careers adviser. We also found that being uncertain about career ideas was related to having lower levels of career management skills.

It is worth remembering that we took into account pupils' attainment level when we assessed the impact of using MyWoW and PlanitPlus ie the websites had a limited effect on pupils *of all attainment levels*. Yet the assumption in policy – as reflected in the criteria for assessing of need – is that the internet and websites can be the main, if not the only source, of CIAG for certain groups of young people such as higher achieving pupils. This is at a time when the decision to go on to higher education is an ever more 'high stakes' decision and when SG and other organisations such as the CBI want higher attaining pupils to consider the full range of post-school options rather than unthinkingly following the higher education route.

Young people who are uncertain about their future need to be identified and to receive more direct inputs, even if they are achieving educationally and supported both socially and economically. We are encouraged by the recent policy decision by the Welsh Assembly Government to include vocational uncertainty as one of the criteria for priority access to CIAG services (Careers Wales, 2013).

***Recommendation 4:** The Scottish Government and Skills Development Scotland should add career uncertainty into the risk matrix/needs criteria.*

Some pupils are missing out on CIAG

Just under a fifth of the S4 pupils surveyed had not undertaken any career-related activity or had had any inputs apart from talking to their family (something the overwhelming majority of pupils did). Pupils in the lowest attainment group were most likely not to have had any CIAG as were those who were least positive that school was giving them the confidence to make decisions. It appears that while SDS and schools are making considerable efforts to target pupils who may be in danger of not achieving a positive post school transition, some of those pupils (as indicated for example by their attainment level) are, nevertheless, missing out on CIAG provision. The timing of the second survey (February/March) was towards the end of the second term at the point when the PSE and pupil support CIAG provision had largely been completed; this would suggest that the targeting of CIAG support has not worked for some of the most vulnerable pupils.

But the problem of lack of CIAG is not confined to pupils in the lowest attainment group, other pupils too are missing out, for example, 17% of those in the mid-attaining group and 13% of those in the highest attainment group had no CIAG in S4 apart from talking to their family. These pupils are amongst those who are expected to develop their career management skills and their career ideas using MyWoW independent of any other career advice, but our evidence shows they are not doing so. This is also a matter of concern. It might be noted that the Barnardo's study concluded that the young people most likely to be missing out on careers guidance were not the NEET group (ie the most vulnerable), but those just above this group in terms of attainment (Barnardo's, 2013).

***Recommendation 5:** A significant minority of pupils, especially those who might be most vulnerable, are missing out on CIAG. Schools, SDS and partner agencies need to improve the targeting of pupils and give more attention to monitoring pupils' access to CIAG inputs.*

Considerable variation in levels of CIAG across schools

We were struck by the extent to which pupils' level of CIAG differed across the schools in the study from 0% to 29% having no CIAG inputs or activities apart from talking to their family. This variation was not explained by the nature of the school roll, its average attainment or geographical location. Looking specifically at use of MyWoW - the cornerstone of the 'Universal service' – the variation across schools in the percentage of pupils who used MyWoW is marked, ranging from 30% to 75%⁷. It was suggested to us in our interviews with key informants that MyWoW might help to ensure equality across Scotland in terms of a minimum level of CIAG provision but it appears that this is not the case. The picture the research reveals is one of considerable variation across schools; not just in use of career websites, but also in the extent of contact with teachers and careers advisers and use of the careers library. Provision for pupils, whether from schools or SDS, is not equal. This inequality matters since the research shows that having CIAG inputs impacts positively on pupils' career management skills. Although a school can have what appears to be systematic careers support in place, it may be only a percentage of the pupil group which is actually accessing provision. The extent to which careers provision penetrates across all pupils is the critical point, and this can only be measured at the level of an individual pupil.

***Recommendation 6:** There is a need to record and monitor pupils' use of CIAG at the level of the individual pupil as well as at the school level to ensure that some pupils are not missing out.*

Perceptions of careers advisers' role and availability

MyWOW has been designed to be part of a blended service, with personal support available via webchat and the call centre but it seems that pupils - as yet - have little or no perception of the availability of SDS support other than through face-to-face contact with careers advisers or the use of MyWOW. We found that only a very small proportion of pupils had contacted the careers adviser by telephone, text, email, Facebook or online chat and few realised that they could do so. When prompted to consider remote access to a careers adviser, few were positive about this approach. Obviously the research took place at an early stage of the implementation of this aspect of the service model and focused on pupils in S4 but early indications are not positive about the value pupils would put on webchat or call centre support for careers advice.

⁷ These figures may differ from the numbers registered for MyWoW since they refer to actual use of the website.

Awareness of the role and availability of careers advisers was not strong amongst pupils and, from the evidence of the core schools which had participated in the earlier study in 2009, pupils' awareness was lower than in 2009. We should make it clear that, in recommending changing the needs criteria and making face-to-face contact on an individual basis available to all who need it, we are not recommending a return to an outmoded 'blanket' contact system for all pupils where the careers adviser makes all the decisions about how and when this happens. Instead, we are recommending a system of provision where the CA takes the initiative in offering support depending on need (including career-related need) but which is also linked to pupils' own perceived 'point of need', a time when they are most likely to be open to guidance. In such a system pupils need to have a clear idea of the potential services available to them so that they can access services when they recognise their own need. However, we found considerable uncertainty and confusion amongst pupils about how and why they might access a careers adviser. This was the case in March of S4, a point at which much of the careers input would have been completed prior to a change in focus towards SQA exams. Given the importance to pupils of getting careers support from 'people who know you and that you know', the low profile and lack of visibility of the careers adviser in school is a concern. This is not special pleading for careers advisers, it is a reflection of the fact that we have evidence that speaking to a careers adviser impacts on three of the five career management skills examined, and is therefore an effective way of delivering career guidance services to school pupils.

***Recommendation 7:** Along with changes to the risk matrix/needs criteria and greater availability of individual face-to-face contact with a careers adviser, the role of the school careers adviser needs to be explained more clearly to pupils and the profile of the careers adviser in schools raised.*

Focusing on 'what works'

One of SDS' Outcome Indicators is 'increased level of career management skills across customer groups' (SDS Corporate Strategy, 2012a p14). This research provides evidence to show that this outcome indicator has been met in 2012-13 with respect to S4 school pupils. However, it also indicates that compared with other interventions, careers websites had less impact on career management skills than individual face-to-face support from SDS careers advisers and from school staff and, especially, use of leaflets and books in the school careers library.

The positive impact of use of the careers library on pupils' career management skills is striking: it made a positive difference to all five career management skills, the only intervention to do so. We are not clear why this effect is so comprehensive. Nevertheless, our evidence shows that printed materials in a careers library are still effective and that the careers library should not simply be assumed to be redundant in the digital world.

Given the commitment of SDS to 'focus our resources on the services that make the most difference to customers' (SDS Corporate Strategy, 2012-2013 p9), the evidence from this research indicates a case for re-directing resources to:

- developing different ways of integrating web-enabled technologies into more ‘traditional’ approaches, including face-to-face guidance;
- developing careers libraries in schools;
- enabling more individual face-to-face contact with a careers adviser for all pupils;
- supporting teachers in their career development role with pupils.

***Recommendation 8:** Scottish Government and SDS should consider re-focusing resources to the aspects of provision where there is sound evidence of a positive impact on clients’ career management skills.*

Developing the evidence base

We end this chapter where we began it, pointing out the need for evaluation and research that goes beyond gathering clients’ opinion and satisfaction with provision. Policy makers in many countries are grappling with the issue of how to provide high quality CIAG in a context of limited resources; in this situation ICT (including websites) appear to offer a solution and CIAG policies developed on this basis. As far as we have been able to establish there has been no research on the impact of such websites on clients’ career management skills development in the UK or internationally apart from this study and our earlier research. Evaluations of websites that have been conducted have focused on users’/potential users’ awareness and satisfaction levels (eg National Audit Office, 2005; Hall, Wreford and Huckle, et al., 2008) and have not considered whether users had benefited in terms of improvements in their career-related skills. Other research has explored users’ views on career websites and how they use them but have not examined impact (eg Green and Hannon, 2007; Bimrose et al., 2010; Hooley et al., 2010a). As policy makers in Scotland, elsewhere in the UK and internationally reformulate CIAG provision on the basis of a central role for ICT, there is an urgent need for research on the effectiveness and impact of the different approaches to CIAG on users’ career-related skills. Scotland can be at the forefront of developing high quality CIAG through using careers websites more effectively alongside (but not replacing) personal face-to-face contact and other approaches.

In Scotland, further research is needed with a new S4 cohort as the service delivery model beds in and as the first Curriculum for Excellence cohort moves into the senior phase. So far our research has focused on S4 pupils and requires to be extended to pupils in S5 and S6. This type of research that seeks to establish whether provision makes a demonstrable and positive impact on clients is essential if public resources are to be used to best effect.

***Recommendation 9:** Scottish Government should fund independent research to develop the evidence base on the effectiveness of different approaches to CIAG.*

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Appendix 1: Details of the three 'core' schools

This appendix provides background detail on the three 'core' schools whose staff and pupils contributed to the qualitative data on the impact of career websites. Each of these schools had taken part in the previous study in 2009.

School 1

This school is located in a rural community and is described as genuinely comprehensive by its staff and managers. In addition to the normal range of needs it has some young people who experience additional challenges as a result of rural isolation.

Attainment level for the school is around the Scottish average. This S4 group is seen as fairly typical for School 1 for this stage of schooling, presenting no more challenges or positives than normal; however there are indications that their academic achievement may be a bit above average this year.

The school notes that it is served by two Skills Development Scotland's careers advisers, allocating around 4 days per week to the school, an increase from the previous year. The rural isolation noted above can lead to a degree of insularity in career choice and this is an issue for school and SDS staff alike. Use of PlanItPlus has been built into Personal and Social Education in this school from S2 onwards, and during the time of the second survey S4 were being reminded of PlanItPlus and the careers library, and introduced to My World of Work (MyWoW).

Three staff were interviewed for the research: the DHT responsible for pupil support and careers; the PT guidance responsible for PSE throughout the school; and the school librarian. (It should be noted that the responses from the school librarian have been absorbed in the 'teacher' responses noted later in this section to preserve anonymity of this librarian, the only one involved in this research.)

School 2

School 2 is a denominational school in a deprived inner city area with high levels of entitlement to free school meals. It is the most likely of the three 'core' schools in the research to have significant numbers of young people in the More Choices More Chances (MCMC) category.

There have been a number of changes in the school since the previous study 3 years ago. There have been major and marked improvements in truancy (already beginning to show 3 years ago) and exclusions are now very rare. While attainment is still below the Scottish average, it has improved since the previous research both relative to Scottish figures and in comparison with schools within its own local authority. The school notes that there are high levels of parental engagement accompanied by high expectations of pupils, resulting in increasing levels of placing requests. This is considered a fairly typical S4 by school staff with respect to ability and motivation.

The school reports that since the beginning of session 2012-13 it has had a careers adviser present in the school for 5 days each week, a significant increase in time allocation. The school expects that each pupil will at some point in their time at school have an individual interview with the careers

adviser, with priority being given to those considering leaving school in the present academic year (or at the end of the December term of S5).

All S4 classes by the time of the second survey were thought to have had a session in which the Careers Adviser and the member of school staff responsible for enterprise and employability had shown both MyWorldofWork and PlanIT Plus websites to pupils.

Three staff in School 2 were interviewed for the research: the DHT responsible for S3/4 and for overseeing Pupil Support; the PT PSE and Pupil Support for S4; and the member of staff responsible for Enterprise and Employability across the school.

School 3

This is an urban school with high levels of Black and Minority Ethnic pupils (almost 50% of the pupil group). It is located in a middle class area and is in the high attaining third of schools in Scotland. However, it does draw pupils from more deprived areas than might be at first assumed. In excess of 95% of S4 pupils stay on into S5, with around two-thirds of leavers from the school entering either FE or HE. The current S4 is seen as similar to previous cohorts.

In Personal and Social Education PlanItPlus is introduced as part of the Options programme in S2, with MyWorldofWork also being introduced at this stage for the first time this session. Pastoral Care staff use both websites as part of their guidance role with pupils. At the time of the second survey the Careers Adviser from Skills Development Scotland was in the process of introducing the MyWoW website to S4 via PSE classes in addition to an introduction to Career Management Skills. The pupils were encouraged to register on the MyWoW website.

The school notes that in session 2012-13 Skills Development Scotland had increased the allocation of Careers Advisers' time in the school from one and a half to five days a week.

Two members of school staff were interviewed: the DHT with overall responsibility for Pastoral Care and Pupil Support, careers and links to Skills Development Scotland; and the Principal Teacher Pastoral Care responsible for PSE in S2 and for the career education programme throughout this school.

Appendix 2: Additional tables

Table 1: Sources of information and advice pupils would use (pupils)

Where are you most likely to go for information, advice and guidance to help you decide which career is right for you?	... to research a career and find out information about jobs or courses?	... for information and advice on creating a CV or applying for jobs?
	%	%	%
... class teacher?	31	26	32
... guidance/pastoral care teacher?	32	25	32
... leaflets/books?	17	26	17
... family?	78	53	69
... friends?	34	21	19
... websites?	46	68	47
... careers adviser staff?	28	29	32
... other?	4	5	4
N	(1016)	(1039)	(1004)

Table 2: If pupils expected to use websites, what other sources of information and advice would they use? (only pupils likely to use websites)

Other sources would also use in addition to websites for information and advice to help you decide which career is right for you?	... to research a career and find out information about jobs or courses?	... for information and advice on creating a CV or applying for jobs?
	%	%	%
... class teacher?	35	23	34
... guidance/pastoral care teacher?	35	23	35
... leaflets/books?	28	31	27
... family?	80	51	72
... friends?	41	22	25
... careers adviser staff?	37	32	39
... other?	5	4	4
N	(466)	(683)	(467)

Table 3: Pupils who HAD used MyWoW: their other career-related activities in S4

% of pupils who had used MyWoW and who had also...	%	n
...spoken to a teacher about their career ideas	73	(428)
...discussed their career ideas with their family	95	(411)
...used leaflets and books in the school careers library	40	(425)
...met by appointment with the school Careers Advisor on their own to discuss their future	39	(428)
...called in to ask questions of the school Careers Advisor at a 'drop-in' session in the school	31	(428)
...discussed their career ideas on the phone with a careers adviser	13	(398)
...been in touch with a Careers Adviser by email	14	(400)
...been in touch with a Careers Adviser by text	11	(396)
...been in touch with a Careers Adviser on Facebook	11	(398)
...chatted online with a Careers Adviser	10	(392)
...used Planit Plus website	52	(415)
...no other career-related activity (excl family)	10	(431)

Table 4: Pupils who had NOT used MyWoW: their career-related activities in S4

% of pupils who had NOT used MyWoW who had also ...	%	n
... spoken to a teacher about their career ideas	53	(575)
... discussed their career ideas with their family	94	(575)
... used leaflets and books in the school careers library	21	(562)
... met by appointment with the school Careers Advisor on their own to discuss their future	23	(568)
... called in to ask questions of the school Careers Advisor at a 'drop-in' session in the school	17	(571)
... discussed their career ideas on the phone with a careers adviser	7	(521)
... been in touch with a Careers Adviser by email	7	(526)
... been in touch with a Careers Adviser by text	7	(518)
... been in touch with a Careers Adviser on Facebook	5	(515)
... chatted online with a Careers Adviser	5	(514)
... used Planit Plus website	17	(565)
... no other career-related activity (exc family)	32	(578)

Table 5: Pupils' opinion of the aspects of career planning to which MyWoW can help (pupils who had used MyWoW)**

Do you think that the MyWoW website ...	% agree/strongly agree	n
... is useful for getting information on jobs, courses and careers?	90	(339)
... helps you work out your strengths and weaknesses?	86	(338)
... helps you become more confident about making career decisions?	78	(338)
... had good information and advice on CVs, applications and interview?	73	(337)
... is useful for getting career advice when you're not sure?	80	(335)
... helps you work out what sort of person you are and the careers that might suit you?	81	(333)
... tells you where you can get more help if you need it?	79	(337)

**21% of pupils who used MyWoW did not answer these questions

Table 6: Pupils' opinion of the aspects of career planning to which PlanitPlus can help (pupils who had used PlanitPlus)**

Do you think that the PlanitPlus website.....	% agree/strongly agree	(n)
... is useful for getting information on jobs, courses and careers?	88	(259)
... helps you work out your strengths and weaknesses?	79	(263)
... helps you become more confident about making career decisions?	74	(260)
... had good information and advice on CVs, applications and interview?	69	(262)
... is useful for getting career advice when you're not sure?	78	(262)
... helps you work out what sort of person you are and the careers that might suit you?	78	(261)
... tells you where you can get more help if you need it?	73	(261)

** 18% missing

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