

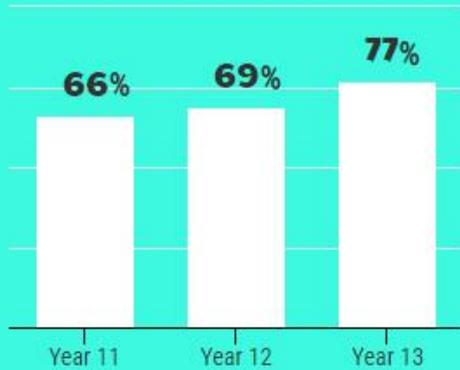
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Employability Report - Key Findings

1442
13-19 year old
Dorset students

WORK EXPERIENCE

Q: Have you done any work experience?



UP-TO-DATE CV

Year 10/11 = 52%
Year 12 = 61%
Year 13 = 65%



LONG TERM CAREER PLAN

Q: Do you have a long term plan for achieving your job/career goals?
Compared by Year Group there was remarkably little difference across the age group.

57% Year 9's **59% Year 13's**

ACCESS TO EMPLOYERS

Q: Have you had any access to Employers?



Careers Talks

Year 10 = 43%
Year 11 = 45%
Year 12 = 52%
Year 13 = 47%



Careers Fairs

Year 10 = 22%
Year 11 = 36%
Year 12 = 43%
Year 13 = 54%



Interview Preparation

Year 10 = 24%
Year 11 = 33%
Year 12 = 21%
Year 13 = 26%



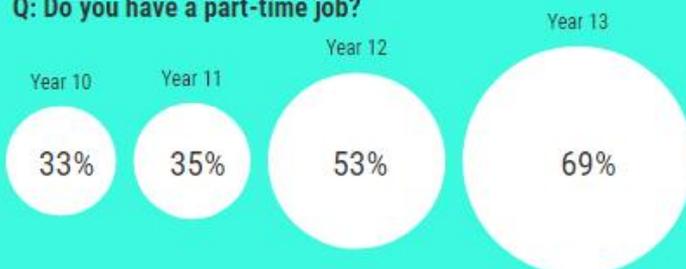
Independently

Year 10 = 30%
Year 11 = 34%
Year 12 = 52%
Year 13 = 53%

By Year 13 only 8% of students had not had any access to Employers

PART-TIME JOBS

Q: Do you have a part-time job?



Percentage of students who don't have part-time jobs but would like one:

Year 10 = 48%
Year 11 = 45%
Year 12 = 33%

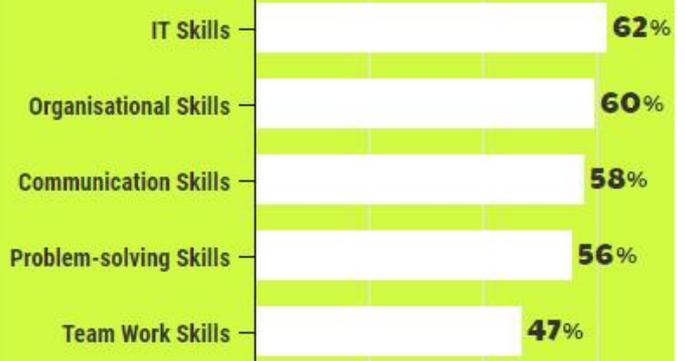
Students with learning disabilities

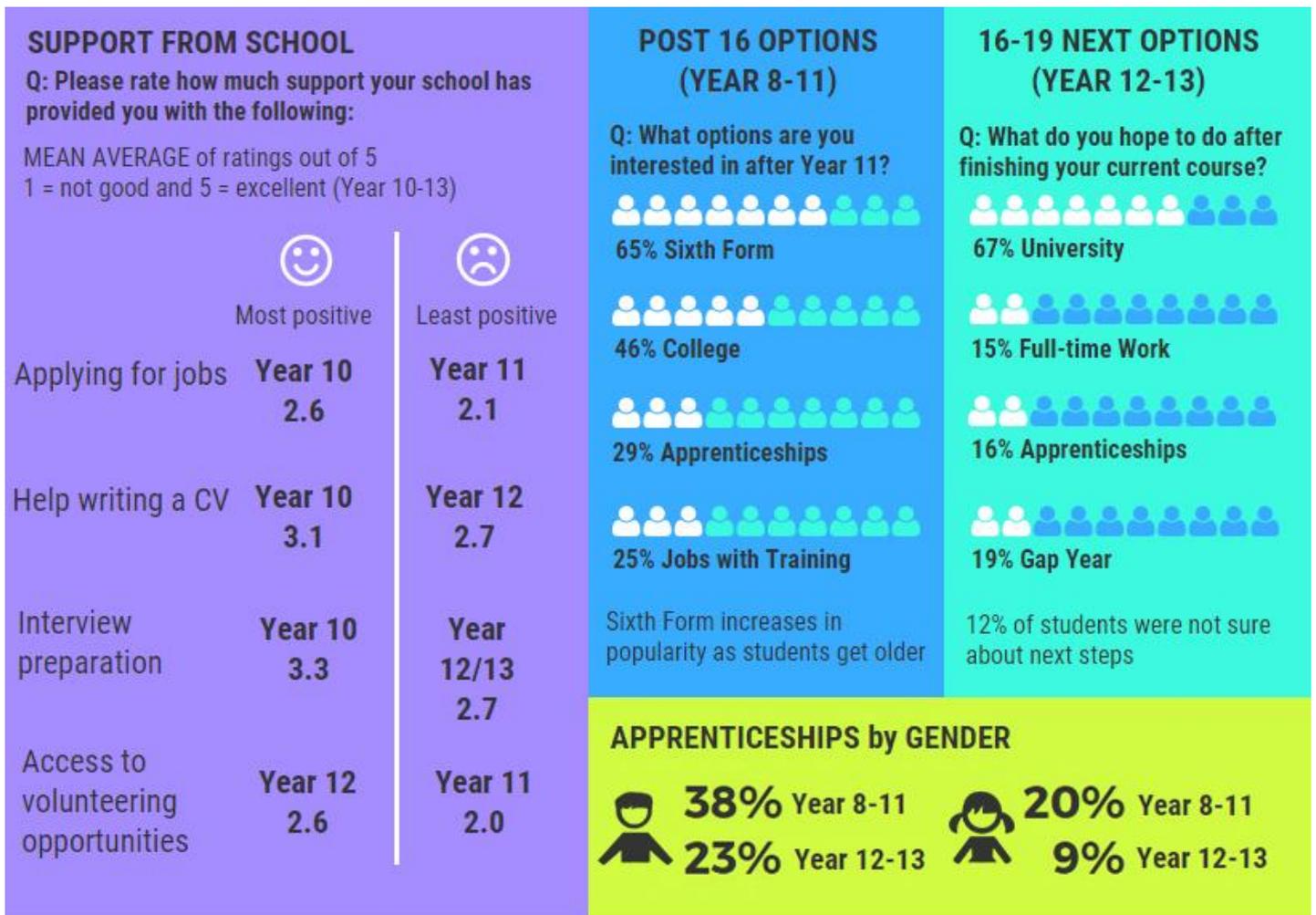
Only 25% of students with learning disabilities had p/t jobs, 54% said they would like one.

EMPLOYABILITY SKILLS

Percentage of students wanting more opportunities to develop the following skills:

70% Young women want more opportunities to develop IT Skills





Recommendations

Work Experience

- ALL students should have access to WORK EXPERIENCE in Year 10 and Year 12 or at College.
- Sixth Forms and Colleges should have TIMETABLED WORK EXPERIENCE so you don't have to miss out on lessons if you pursue these options.
- Every school to have a DATABASE of useful WORK EXPERIENCE opportunities and VOLUNTEERING OPPORTUNITIES.
- Help for students in RURAL AREAS to access work experience.
- Help available for applying and getting PART-TIME JOBS.

Access to Employers

- ALL students should have access to CAREER FAIRS.
- Better ADVERTISING of CAREERS FAIRS which have a FULL RANGE of employers represented.
- INVOLVE STUDENTS in the planning of opportunities and find out what they want.
- More information about a full range of APPRENTICESHIPS.
- Developing a range of creative ways to REACH OUT to EMPLOYERS.
- Provided opportunities to make CONTACTS and develop NETWORKS.

Support at School/College

- ALL students should have access to MOCK INTERVIEWS.
- Students to receive constructive FEEDBACK about their interview skills and given support to improve them. This should include more than one opportunity to practice interview skills that they have learnt.
- LINK UP Work Experience, Interviews, Applications and CVs.
- INTERACTIVE, INTERESTING and CREATIVE learning opportunities and teaching methods including careers days, workshops, careers fairs, talks, Q&A sessions and research projects.
- Effective use of IT for sharing information including: Jobs and volunteering opportunities BULLETINS through school emails; and SIGNPOSTING to useful careers WEBSITES from school/college sites.
- More opportunities to WORK INDEPENDENTLY including: research tasks, lecture style lessons and Extended Project Qualification (EPQ).
- Formal RECOGNITION and INCENTIVISING the development of employability skills.
- Working with young people to understand what MOTIVATES and engages them.
- START YOUNGER and have updates THROUGHOUT EDUCATION.
- Support to develop RESILIENCE skills.

Support for Students with Disabilities

- Students with disabilities to be given more SUPPORT with accessing employers and finding part-time work.

Specific Employability Skills

- Opportunities to work in small groups to develop TEAM WORK skills.
- More opportunities to continue developing IT SKILLS, particularly increasing opportunities for young women.

Opportunities outside School/College

- A range of opportunities to DEVELOP CONFIDENCE including VOLUNTEERING and EXTRA CURRICULAR ACTIVITIES like summer schools, opportunities to give presentations and debating societies.
- Additional encouragement for LESS CONFIDENT students.
- More PROMOTION of VOLUNTEERING opportunities for gaining experience.

Information and Advice

- Careers information and support available when you have left education. These services should be well publicised so young people know where to go.
- Good quality information for PARENTS/CARERS to support their children in making career choices and developing employability skills.
- Additional help available for students whose parents and carers are unavailable to help.

2. Introduction

Youth Researchers Project

Dorset Young Researchers is a partnership project between young people in schools/colleges, Action for Children, The Participation People and Dorset County Council. The project was originally developed by Action for Children and was transferred to The Participation People in May 2017.

Young people were recruited from schools and colleges and trained in research skills. They were then supported to carry out research that helps to shape service development of the local authority and its partners. Young people got an opportunity to develop their employability skills and were provided with practical learning experiences. The local authority and its partners got relevant and up-to-date consultation with young people.

The project is in its fifth year. Between July 2016 and April 2017 20 Young Researchers were recruited across Dorset and worked on 3 related research projects:

1. Life Skills
2. Getting Support
3. Employability Skills

This report covers Employability Skills.

Employability Skills Background

With the launch of The Careers and Enterprise Company in September 2016, Dorset County Council was keen to gather information from young people that would assist in local planning.

The role of The Careers and Enterprise Company is to strengthen partnerships between schools, colleges and employers in order to prepare and inspire young people for the future.

Our research task was to provide baseline information for local partnerships to build upon.

We were asked to find out answers to the following questions:

- Do students have long-term career plans?
- What work experience opportunities are young people receiving?
- What level of access to employers are young people getting?
- Do young people have adequate opportunities to develop their employability skills?
- Are young people being prepared for finding work and entering the job market?

3. Research Methods

The research was carried out using an online survey and focus groups.

Online Survey

An online survey was designed containing a combination of tick box, multiple-choice and open text box questions structured under ten sections:

- Health & Wellbeing
- Life Skills
- Information & Help
- Life Skills Statements
- **Career & Training Next Steps**
- **Employability Skills**
- Opportunities and Activities
- Getting Help
- Internet Use
- **About You**

The focus of this report is on the Employability Skills sections (in bold above) but we would recommend also reading our Life Skills Report to get a full understanding of all our findings.

www.dorsetyoungresearchers.com/Life-Skills-Report-2017/

After cleaning the data 1442 responses were suitable for analysis. The survey involved a lot of questions and took an average time of 11 minutes. Some questions were completed better than others and the number of responses to each question varied. The demographic questions were at the end of the survey and were the least well filled in.

All schools and learning centres in Dorset were emailed by Dorset County Council asking them to assist their students in completing the survey. The Young Researchers worked within their own schools in order to complete the survey. The preferred method of completion was during tutor groups to get the maximum amount of possible representation. The survey was open between November – December 2016.

Please note throughout the report some of the figures do not add up to 100%. This is sometimes due to a multiple-choice question and therefore multiple answers but also where the percentages have been rounded up to whole numbers.

Focus Groups

The main method of collecting information was the online survey. In order to provide some qualitative information three focus groups were also run with students from eight different schools. A total of 23 students were involved from Year 9-13 - 12 females and 11 males.

4. Demographics

1442 Students

13-19
Year olds

47%
Female
43%
Male

6%
Learning
Disability

8%
Lesbian,
Gay or
Bisexual

8%
Non White
British

53%
Bullied

14%
Mental
Health
Condition

96%
In school

20
Educational
Institutions

Demographics in Detail

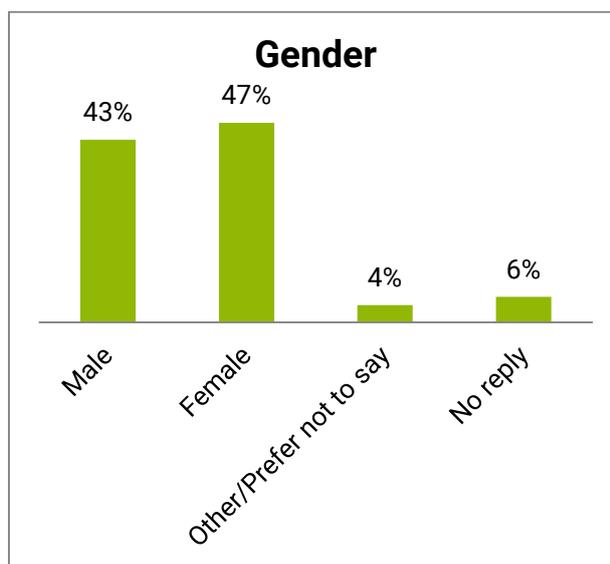
A total of 1442 students from 20 different educational institutions across Dorset completed our survey. The demographic questions were at the end of the survey and were the least well filled in of the survey.

Where students studied

96% of students completing the survey were studying in schools. Schools where more than a few students took part in the survey included: Beaminster School, Budmouth School, Gillingham School, The Grange School, Gryphon School, Lytchett Minster School, Purbeck School, Queen Elizabeth’s School, Sturminster Newton High and Thomas Hardye School. 38 students from Weymouth College also completed the survey.

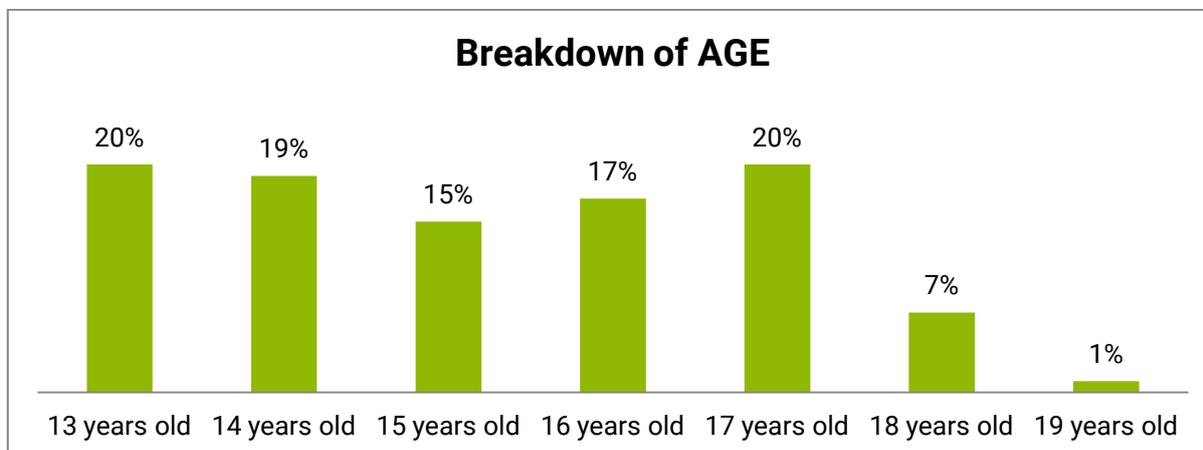
Gender

Slightly more young women completed the survey: 47% of young women compared to 43% of young men.



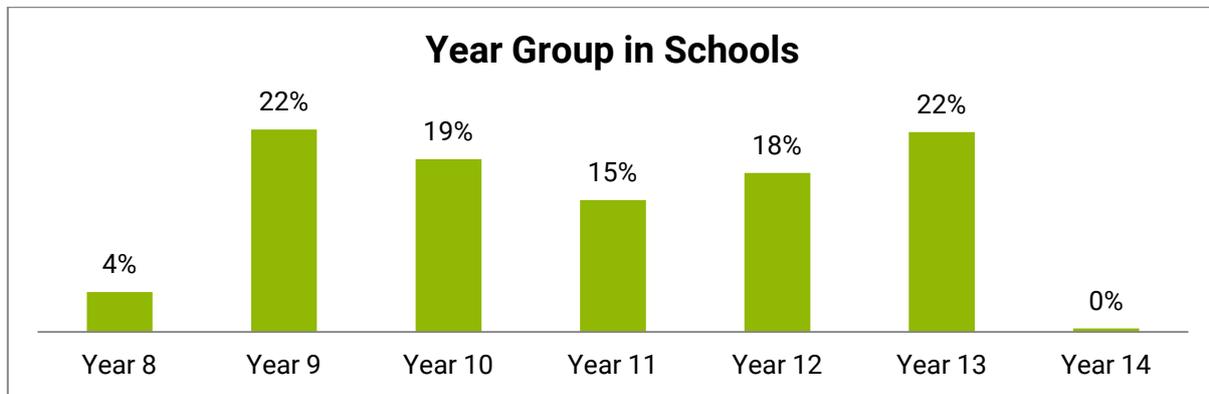
Age

There was a good spread across the age groups: 13 and 17 year olds were the biggest group with 20%, closely followed by 19% being 14 years old, 17% 16 years old and 15% 15 years old. Only 7% of the respondents were 18 years old but this was because the survey was carried out in November and December when most Year 13s had not reached their 18th birthdays.



Year Group

For the purposes of analysis we will mainly look at students responses by Year Group. 22% of those surveyed were in Year 9 and 22% were in Year 13. 19% were in Year 10, 18% in Year 12 and 15% in Year 11. 14% of those surveyed is the equivalent of 196 students and therefore a large enough sample for representative analysis. However, Year 8 responses only represented 60 students, meaning that it is less (representative) than the other Year Groups and has not been included in all the analysis. 5 students were in Year 14.



Disability

This was a multiple-choice question and at least 27% of the students completing our survey had a disability. 14% of students said they had a mental health condition (this was up from 8% of students in last year’s survey we ran on ‘Health and Happiness’). 6% of students said they had a learning difficulty and another 6% a visual disability. For the purposes of analysis throughout the report we will compare responses from non-disabled students with disabled students (a category comprising all disabilities) and also breakdown analysis for students with mental health conditions and learning disabilities.

Do you have any of the following disabilities or difficulties?	No of young people	% of young people
No, I do not have a disability	845	59%
Hearing	29	2%
Visual	90	6%
Physical	42	3%
Learning	81	6%
A Mental Health condition	199	14%
A long-standing illness	44	3%
Other	50	3%
No reply	198	14%

Do you have any of the following disabilities or difficulties?	No of young people
No, I do not have a disability	845
Learning	81
A Mental Health condition	199

Ethnicity

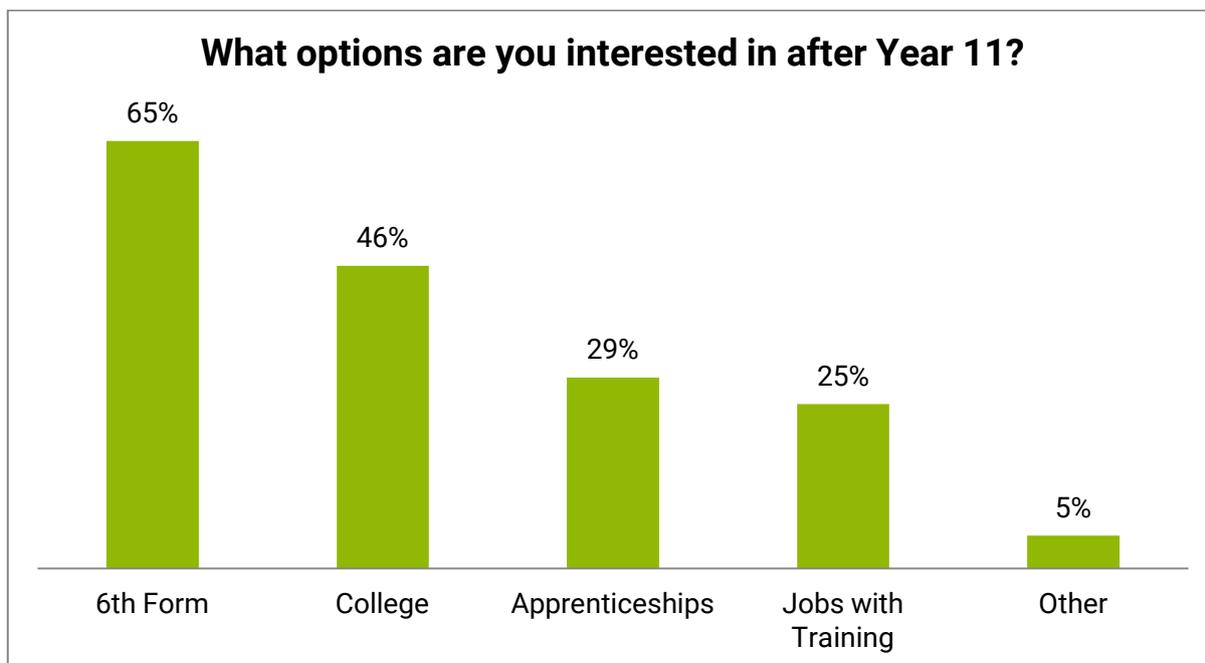
The majority of our respondents were 'White British' (82%). Statistically we do not have enough data from any individual ethnic groups to make any meaningful analysis.

Ethnic background	No of young people	% of young people
Asian or Asian British	23	1.60%
Black or Black British	3	0.20%
Mixed ethnic background	23	1.60%
White - British	1188	82.40%
White – Gypsy/Romany/Traveller	2	0.10%
White - any other White background	59	4.10%
Prefer not to say	29	2.00%
Any other ethnic group	4	0.30%
No reply	111	7.70%

5. Findings – Future Plans

Options Years 8-11

We asked students in Years 8-11 what options they were interested in after Year 11. Two-thirds of students said SIXTH FORM, followed by COLLEGE (46%), APPRENTICESHIPS (29%) and JOBS WITH TRAINING (25%). The question was multiple-choice.



5% of the Year 8-11 students ticked the 'OTHER' box. They were then offered an open dialogue box in which they could describe what other options they were considering. University was the most common response and all the replies are listed below.

University

"University." x11
 "University, Job without training."

Not sure

"I don't have any idea."
 "Don't know."
 "I don't know yet."
 "I do not know what I am going to do yet."
 "No idea maybe 6th form or animal college not too far away."

Forces

"Army."
 "RAF."

Specialists Education

"Performing arts college."
 "Drama and music school."
 "Sports academy."

Vocational

"Vocational training."
 "Vocational school."
 "Scholarship."
 "Jobs without training."

Comments

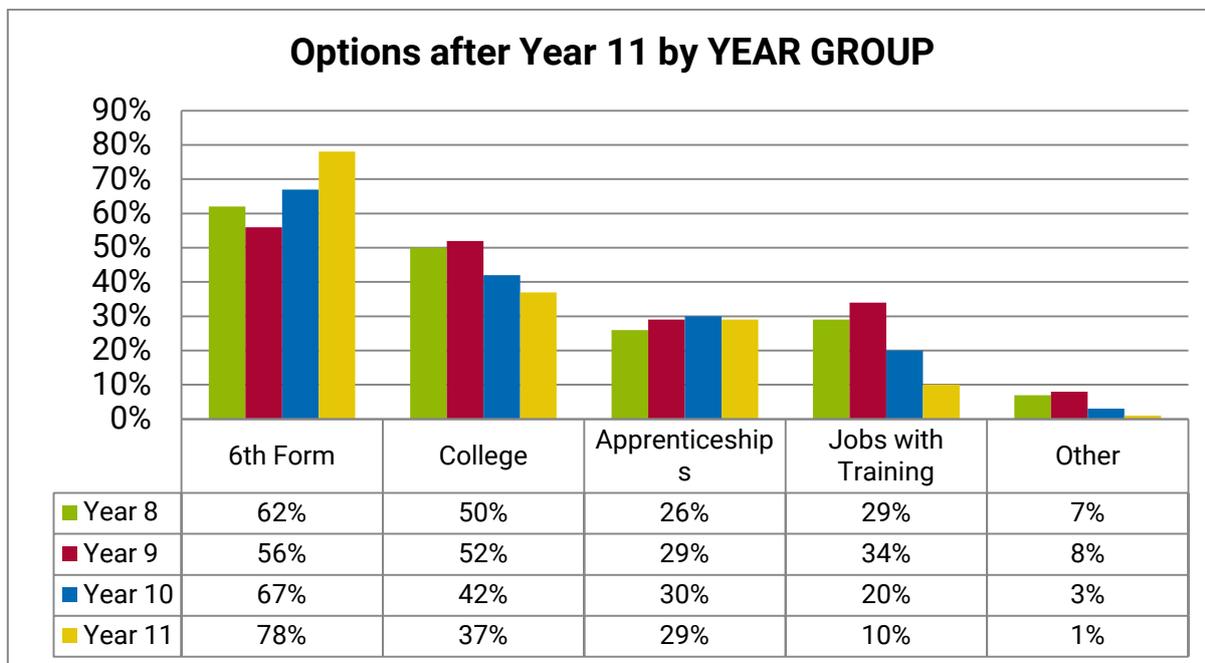
"Whatever comes up, make the most out of what little time you have."
 "Working along with other people."
 "Dropping out of school to be a full time famous person."

Other

"Home."
 "Footballer."

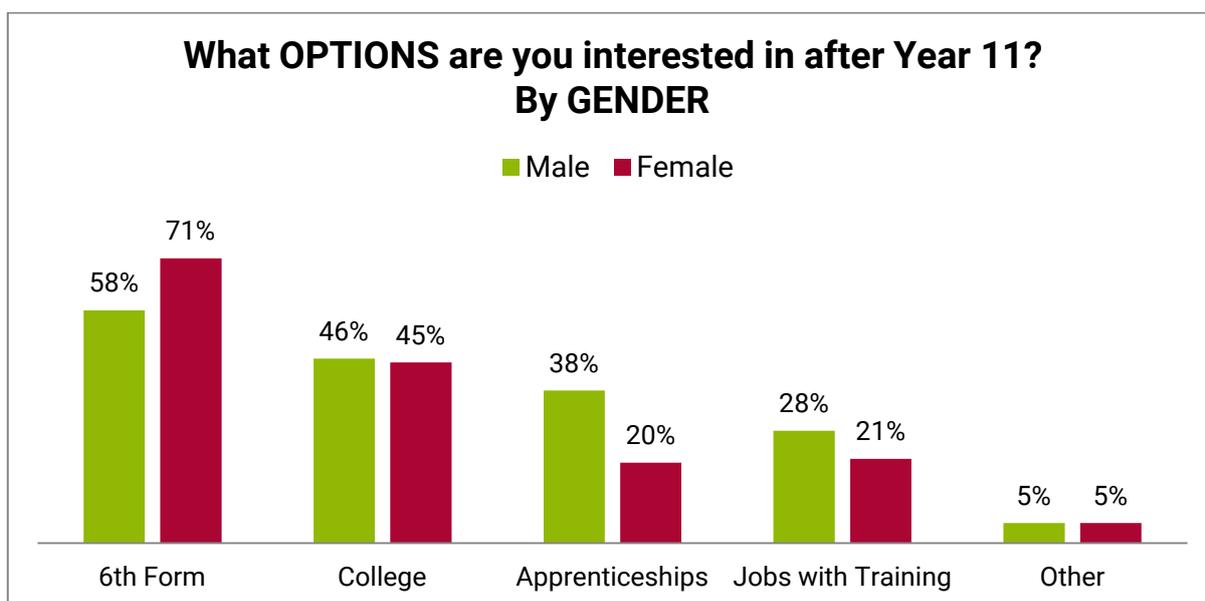
Options by Year Group

When we breakdown the OPTION question by Year Group, SIXTH FORM was the least popular with Year 9 (56%) and most popular with Year 11 (78%). COLLEGE and JOBS WITH TRAINING follow the reverse pattern being most popular with Year 9s and the least popular with Year 11s. Students interested in APPRENTICESHIPS remains more stable at 29% to 30% of students between Year 9 and 11. This pattern repeats what we have found in previous Young Researchers surveys, more students become interested in SIXTH FORM the closer it comes to making the decision.



Options Year 8-11 by Gender

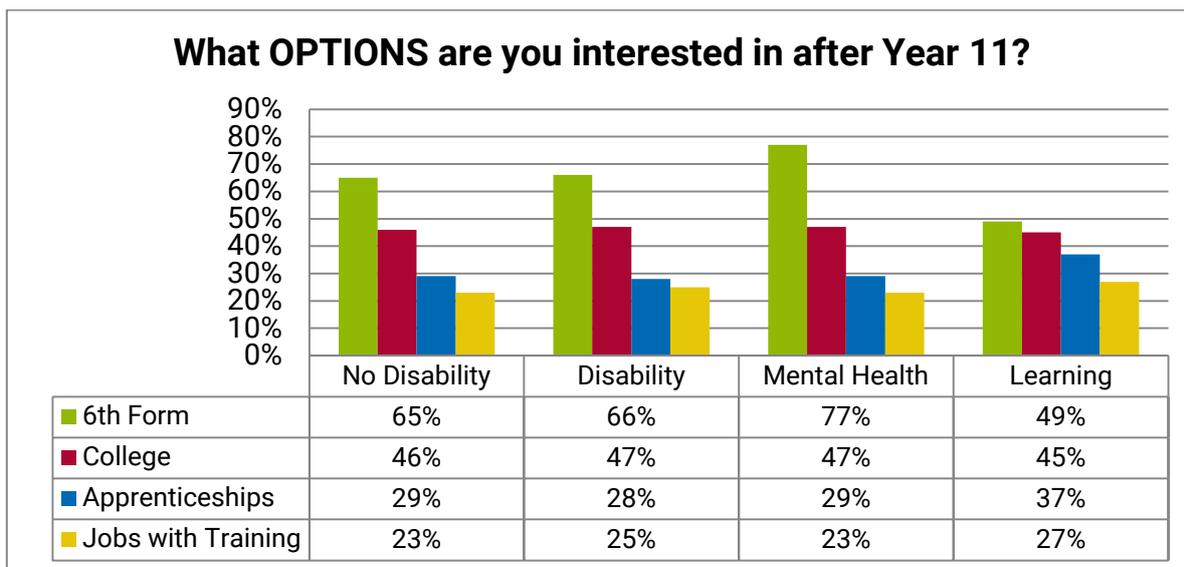
Young women are more interested in SIXTH FORM, 71% compared to 58% of young men. Young women and young men are equally interested in COLLEGE (46%/45%). Young men are significantly more interested in APPRENTICESHIPS (38%) compared to 20% of young women. Similarly young men are more interested in JOBS WITH TRAINING, 28% compared to 21% of young women.



Options Year 8-11 by Disability

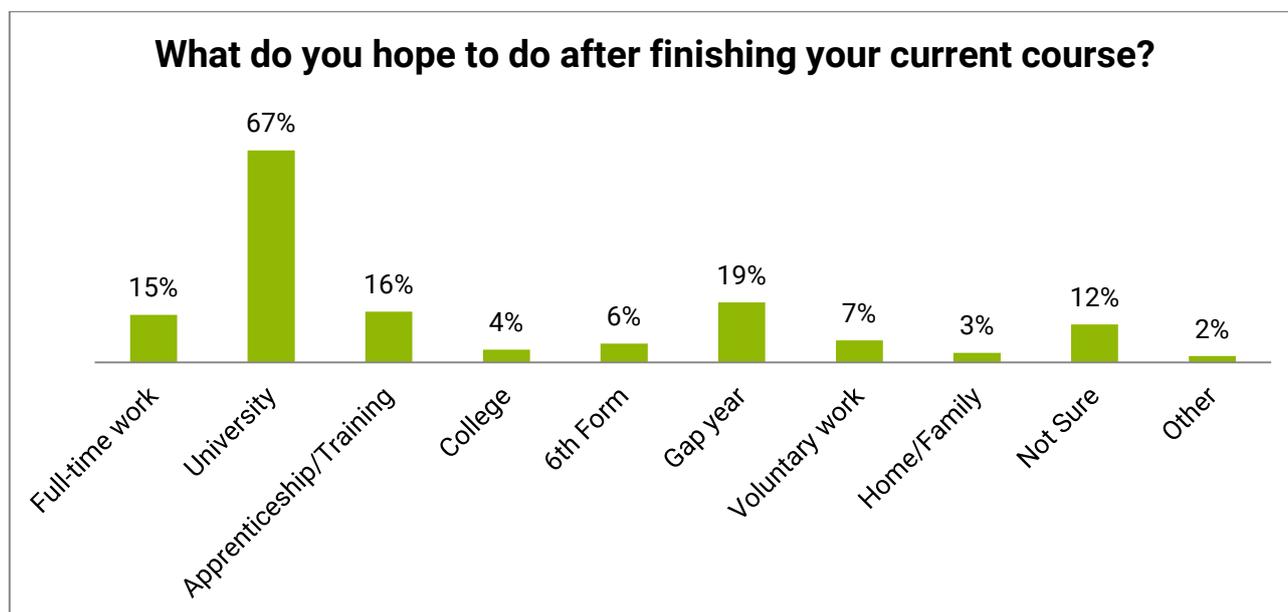
When we compare all students with DISABILITIES to all students with NO DISABILITY there is very little difference between all the options. 65% of NON DISABLED STUDENTS are interested in Sixth Form compared to 66% of students with DISABILITIES. This is similar for College, Apprenticeships and Jobs with Training.

However when we compare this by specific disability, we see that students with MENTAL HEALTH DISABILITIES are far more likely to want to be in Sixth Form, 77% compared to only 49% of students with LEARNING DISABILITIES. Students with LEARNING DISABILITIES are much more interested in Apprenticeships, 37% compared to 29% of students with MENTAL HEALTH DISABILITIES.



Options 16+

The most popular option for students in Year 12-13 or at college was UNIVERSITY (67%). The second most popular option was a GAP YEAR (19%) followed by APPRENTICESHIPS (16%) then FULL-TIME WORK (15%). 12% of students were NOT SURE.



2% of students ticked 'OTHER,' but only a few went on to describe what other was. Their responses are listed below.

Forces

"Army." x2
"Navy."

Foundation

Courses
"Foundation Course."
"Foundation diploma."

Moving away

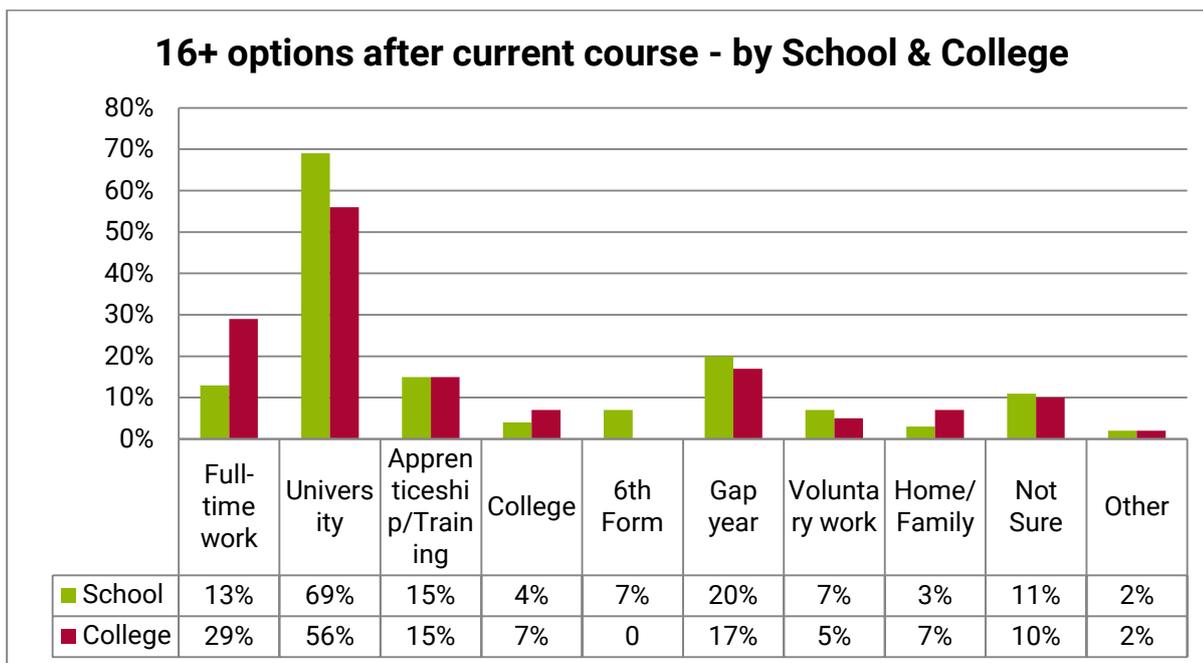
"Studying A levels in South Africa."
"Move to New York."

Other

"Retake my English Lit GCSE, then go on to take an A Level in English Lit and Creative Writing course."

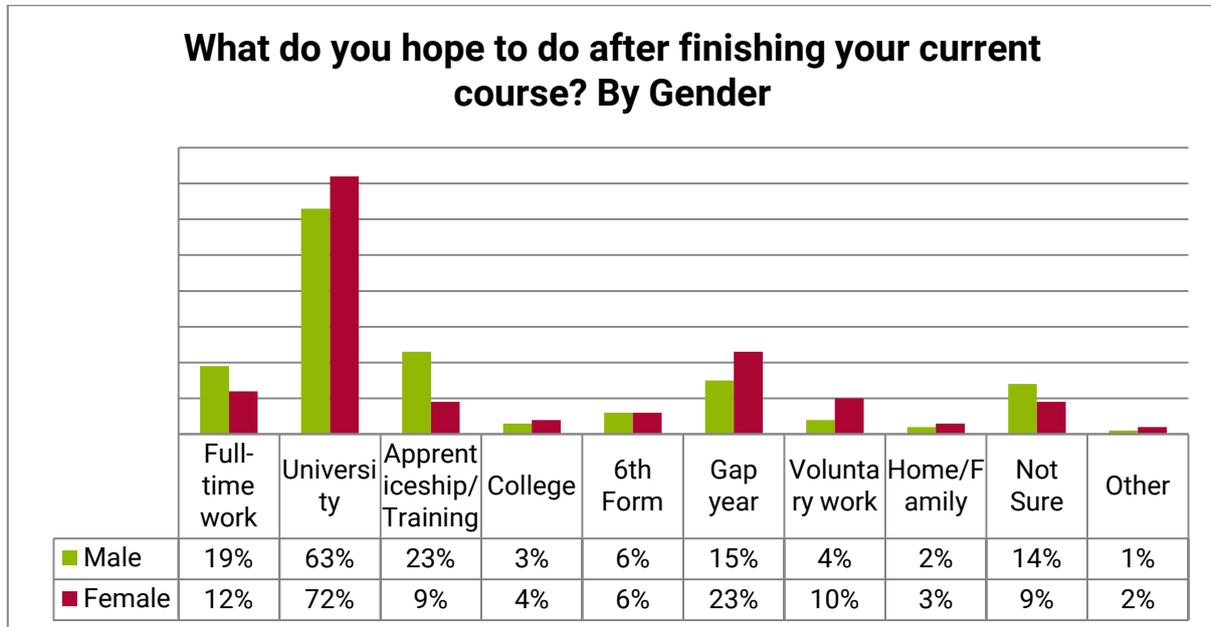
Options 16+ by School or College

When we compared what students next steps were by whether they attended SCHOOL or COLLEGE we found that FULL-TIME WORK was more popular with COLLEGE STUDENTS, 29% compared to 13% of SCHOOL STUDENTS. 69% of SCHOOL STUDENTS were considering University compared to 56% of COLLEGE STUDENTS. 69% of SCHOOL STUDENTS were considering University compared to 56% of COLLEGE STUDENTS. It must be remembered that only 38 students completed our survey so these figures are not fully representative of college students.



Options 16+ by Gender

Young men are more likely to be considering APPRENTICESHIPS (23%) compared to only 9% of young women. Also young men were more likely to be interested in FULL-TIME WORK, 19% compared to 12% of young women. Young women were more likely to be thinking about UNIVERSITY (72%) compared to young men (63%). Young men were more likely to be UNSURE, 14% compared to 9% of young women.

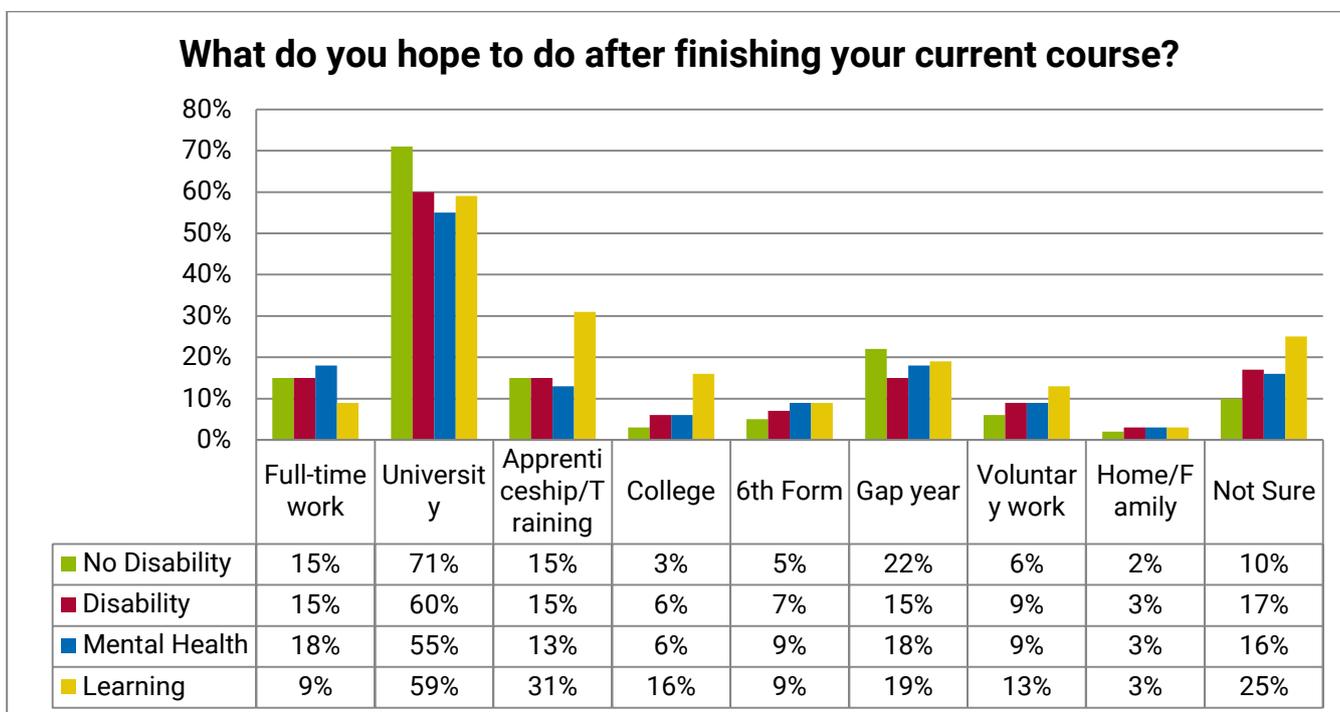


Options 16+ by Disability

Equal numbers of STUDENTS with DISABILITIES and WITHOUT DISABILITIES were considering full-time work (15%). NON DISABLED STUDENTS were more likely to be considering university (71%) compared to all STUDENTS with DISABILITIES (60%), students with LEARNING DISABILITIES (59%) and students with MENTAL HEALTH DISABILITIES (55%).

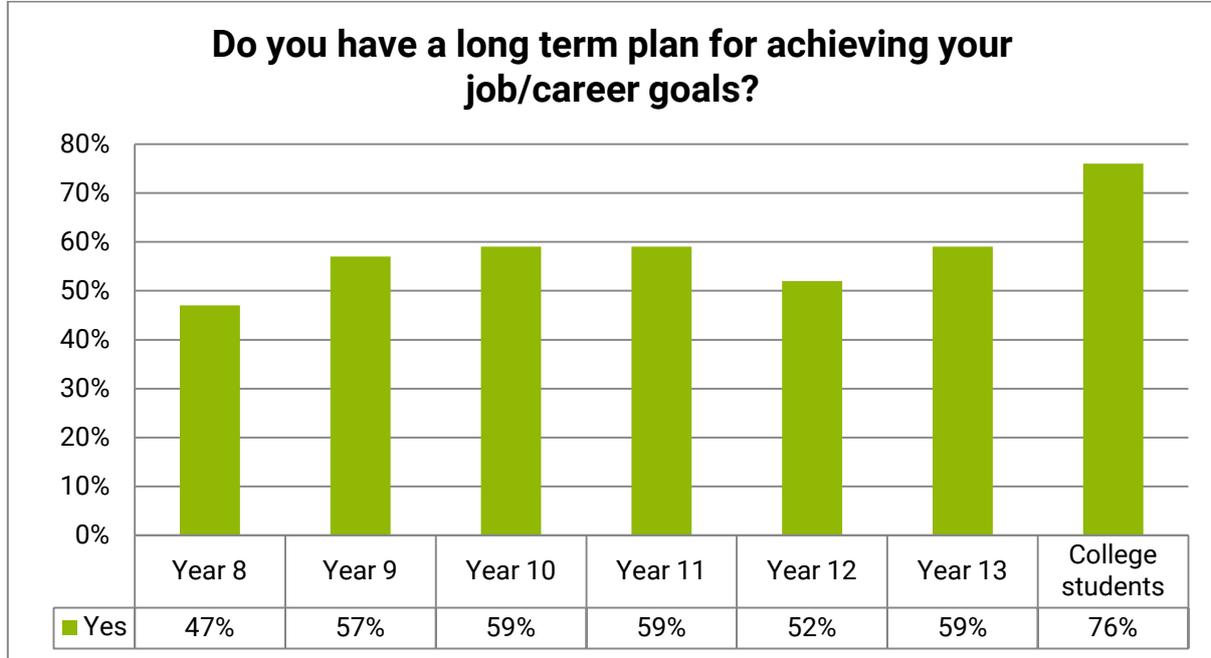
Students with LEARNING DISABILITIES were significantly more likely to be considering APPRENTICESHIPS, 31% compared to 15% of students with NO DISABILITIES and 13% of students with MENTAL HEALTH DISABILITIES. COLLEGE was most popular with students with LEARNING DISABILITIES (16%).

NB. There were only 32 Post 16 students with LEARNING DISABILITY that filled in this question, so caution should be given to how representative these figures are.



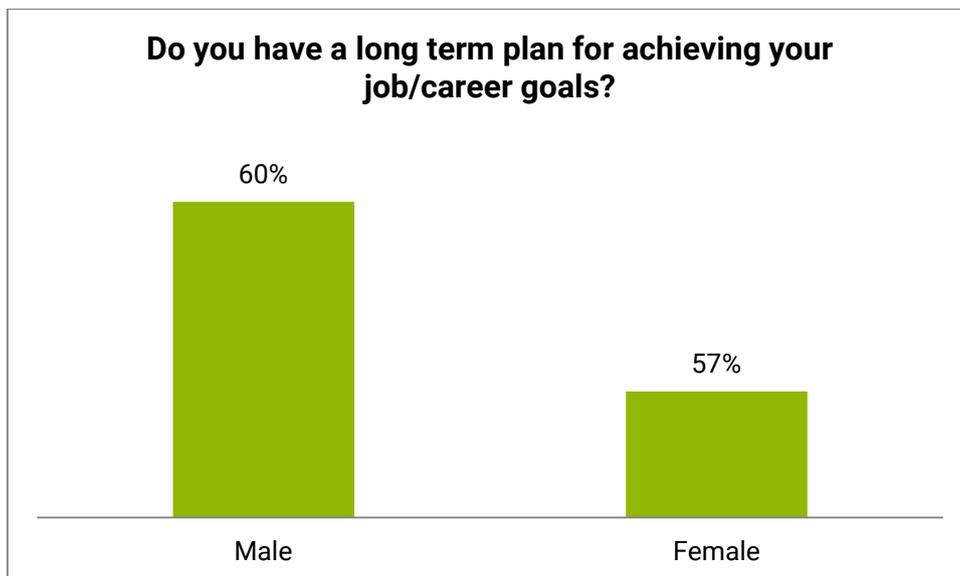
Long-term Career Plan

COLLEGE STUDENTS were significantly more likely to have a long-term plan for achieving their job and careers goals (76%). When we compare the responses to this question across the school population it is remarkable how little difference there is as students get older and come closer to leaving school. 57% of Year 9's have a long-term career plan compared to 59% of Year 13's.



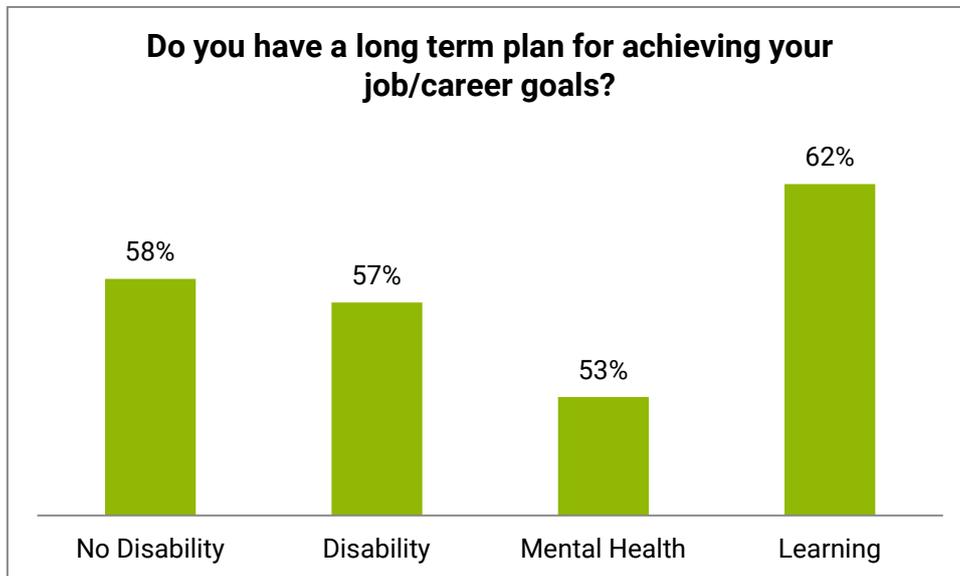
Long-Term Career Plan by Gender

Young men were only slightly more likely to have a long-term career plan (60%) than young women (57%).



Long-Term Career Plan by Disability

Students with LEARNING DISABILITIES were the most likely to have a long-term career plan, 62% compared to 58% of students with NO DISABILITY and 53% of students with MENTAL HEALTH DISABILITIES.



Focus Group Discussions:

How easy is it to find jobs/careers?

In order to gain more insight into students' views and perceptions of entering the job market once they had finished in education we asked: ***How easy do you think it is for young adults today to find the jobs/careers they want once they have finished in education?***

The most common view expressed was how competitive it would be making it harder for young adults to find work. A couple of students were positive and thought there were lots of opportunities.

The conversations lead to students describing the importance of gaining experience and the advantage of having contacts. The rural nature of Dorset made it more likely that they would have to move away to find opportunities. Concerns were raised that once you had left education there was less support available to find jobs. A few students communicated the benefits of University in improving their chances of getting the work they preferred. One student described the importance of having the right attitude.

Hard

"It's hard from what you hear."

Lots of opportunities

"It's harder now to choose a job because of there being so much available because of globalisation, like you can live anyway you want."

"I think it is more hard to change industry but otherwise there are loads of internship scheme and failing that Waitrose."

Availability and competition

"Not very easy, fewer and fewer graduate jobs available. At a local level there aren't many

jobs available especially in more rural areas. Which makes it challenging for people with qualifications to find jobs that match their skill level without having to move away."

"It is becoming increasingly difficult as the competition has significantly increased for young people. It isn't very easy."

"I think it's very slim that once you leave University you'll have the job you want. You are going to have to start from the bottom and work your way up because there is so much competition so the future is highly competitive."

"I think there is a lot more competition for the good jobs now. Because a lot of the job you could do if you failed your GCSE's just aren't been done by people any more. So people are doing better at GCSE's or retaking them and then doing A-levels, so there are a lot more people around doing all the jobs. The population I think is higher than it was before. My dad didn't need a degree to do the job he has now but if I wanted to do his job I would need a degree."

"It all depends on your qualifications but I think it's getting harder. It was hard for me to get the job I've currently got. It's all about how competitive the job you want to do is."

Need experience and contacts

"Employers want a lot of experience that younger people don't have."

"It's going to take a lot more than your education. It's going to take experience and training. It's the experience from work that will get you the progress you want not your education."

“It’s gonna take a few years of a job to get you the connections and the experience to get the job you want.”

“Don’t have personal experience but it sounds difficult, especially because it is known that employers want a lot of experience that people may not have.”

“I try to be optimistic about getting the job I want, because if you are pessimistic you’re just slip into getting any job that is available. You have to be ready to gain extra skills and experience if you want to get a good job.”

“If you have a family that owns a business then after Uni you can go work for them as you have somewhere to go and earn some money whilst you find the thing you really want to do.”

“I think you need to take all the opportunities you can get, to get the experience you need. But I don’t really know how often they come about and I’ve not really looked into it much.”

“I’ve already got a job, a paper round and working for the vets.”

“I only got my job because I knew someone that works there. But if you are confident enough to go into every place in your town or city you will be able to get a part-time job.”

Lack of support for finding jobs

“Once you are out of education the support and help for getting jobs goes away.”

“I feel like it is harder for people to find a job after education because there are fewer places of support.”

“I think young people find it difficult finding jobs in the field that they want. However, I think that’s partly due to the fact that they

don’t know where to look to begin with. There are websites, like Indeed.co.uk that offer hundreds of jobs a day and young people should take advantage of these as much as possible.”

Limitations of education

“The trouble with education is they teach you what you’re good at, not what you are necessarily going to end up doing.”

“I think we have to be so prepared for the future and there are so many paths to choose that it’s hard to choose the right one until you’re in it. You won’t really know until you are in your first proper job and started to gain the skills you need rather than what you learnt at school.”

University important

“The reason for going to University is to be able to get something you really want to do, not something that just seems convenient.”

“I think it depends because if you go to University you can get a job that leads on from it but if you are just trying to get a job straight away, like a decent one you are going to really struggle.”

The right attitude

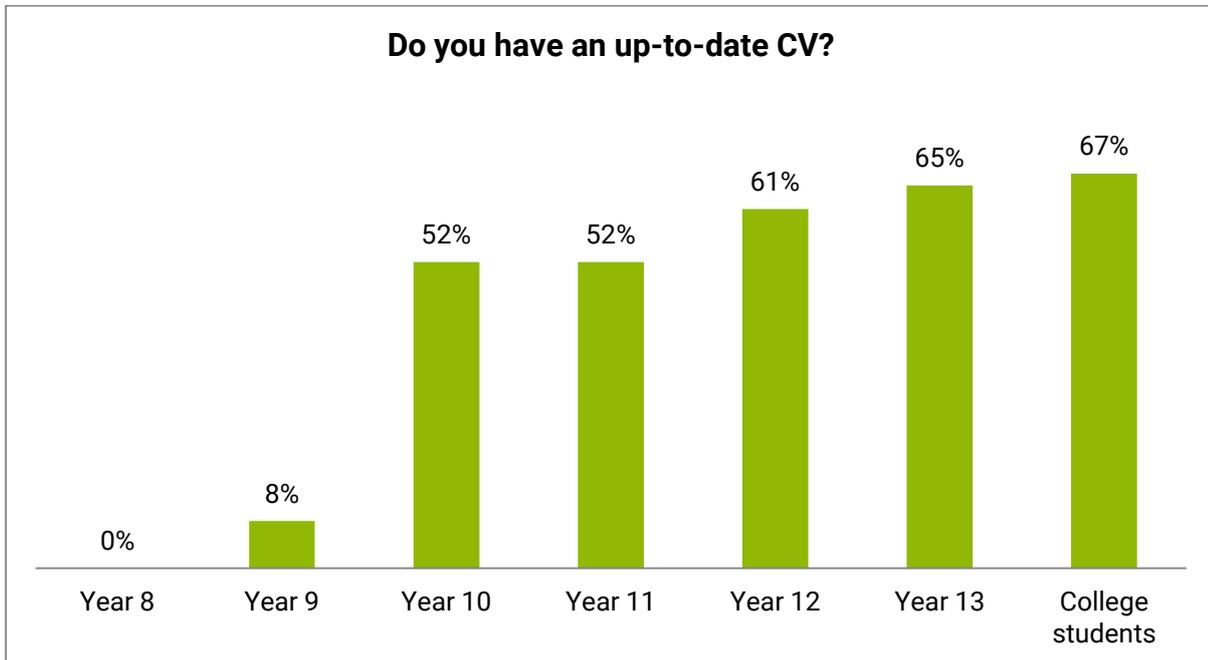
“If you don’t think it’s a possibility you are never going to have it. You won’t necessarily get it immediately but you can’t think it will never happen. But you can’t be too positive about it, but be realistic.”

Unsure

“I’m not sure which job I want to do out of the many jobs I’d like to do. Perhaps being a clog in the corporate machine.”

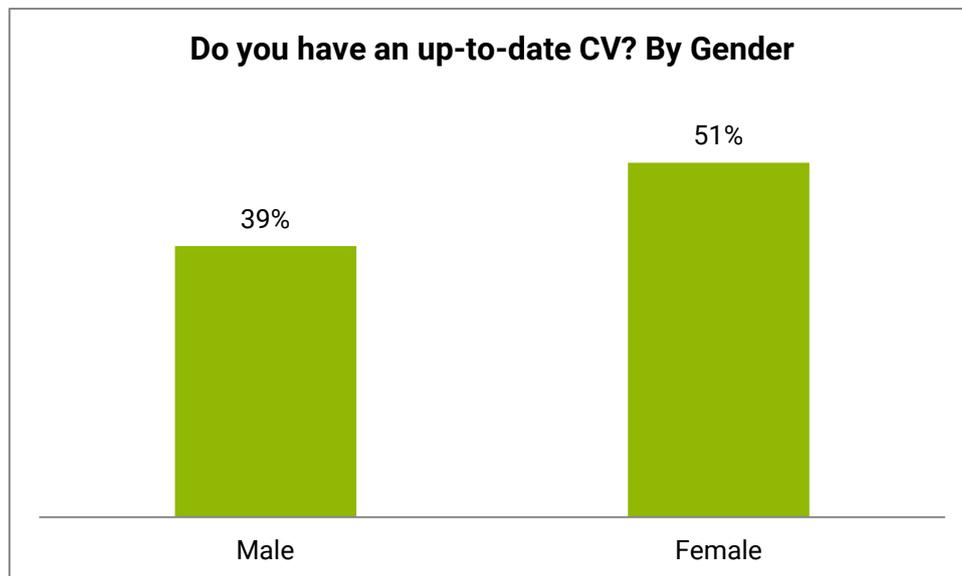
Up-to-date CV

By Year 10 just over half of students have an up-to-date CV (52%). This rises to 61% in Year 12. Approximately two-thirds of Year 13s and College students have up-to-date CVs.



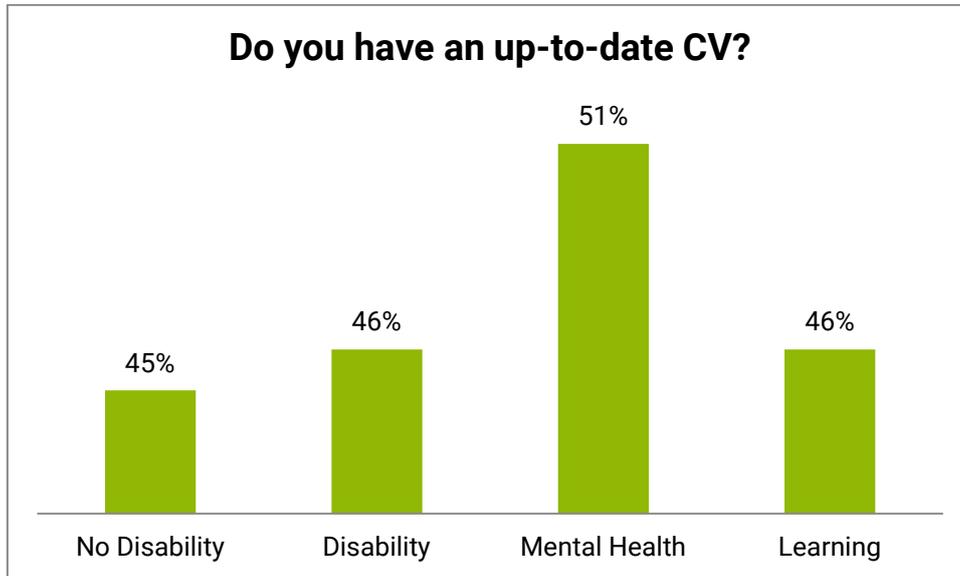
Up-to-date CV by Gender

Young women are more likely to have an up-to-date CV (51%) compared to young men (39%).



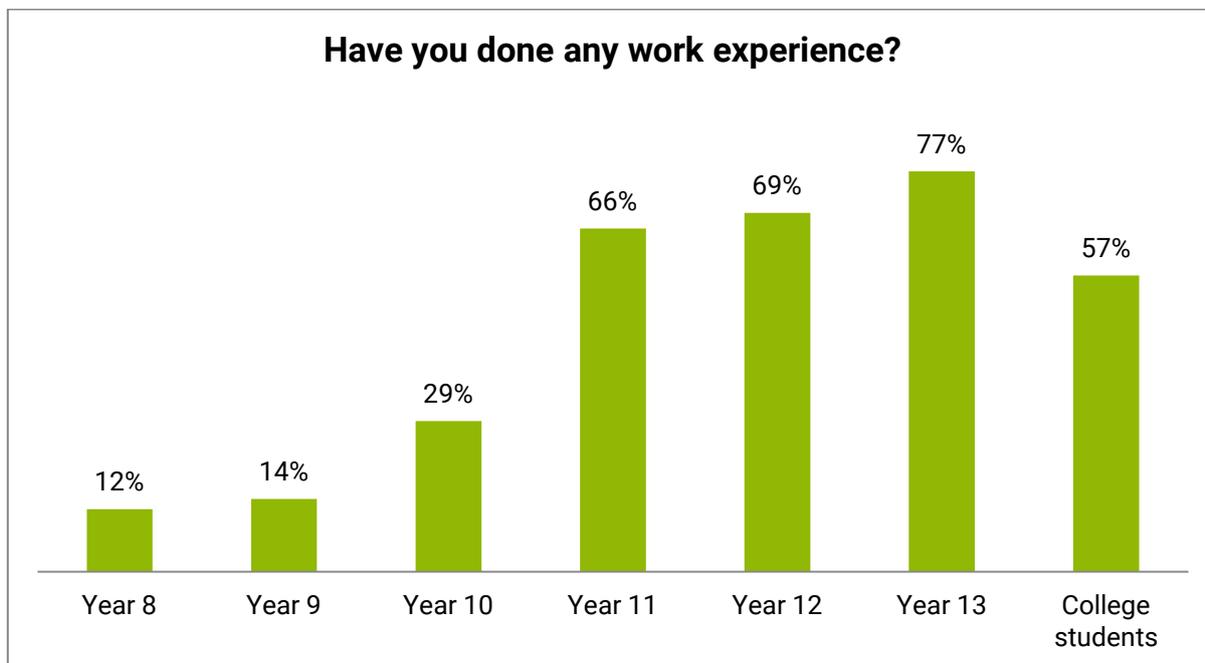
Up-to-date CV by Disability

Students with MENTAL HEALTH DISABILITIES were the most likely to have an up-to-date CV (51%), followed by students with LEARNING DISABILITIES (46%) and students with NO DISABILITY (45%).

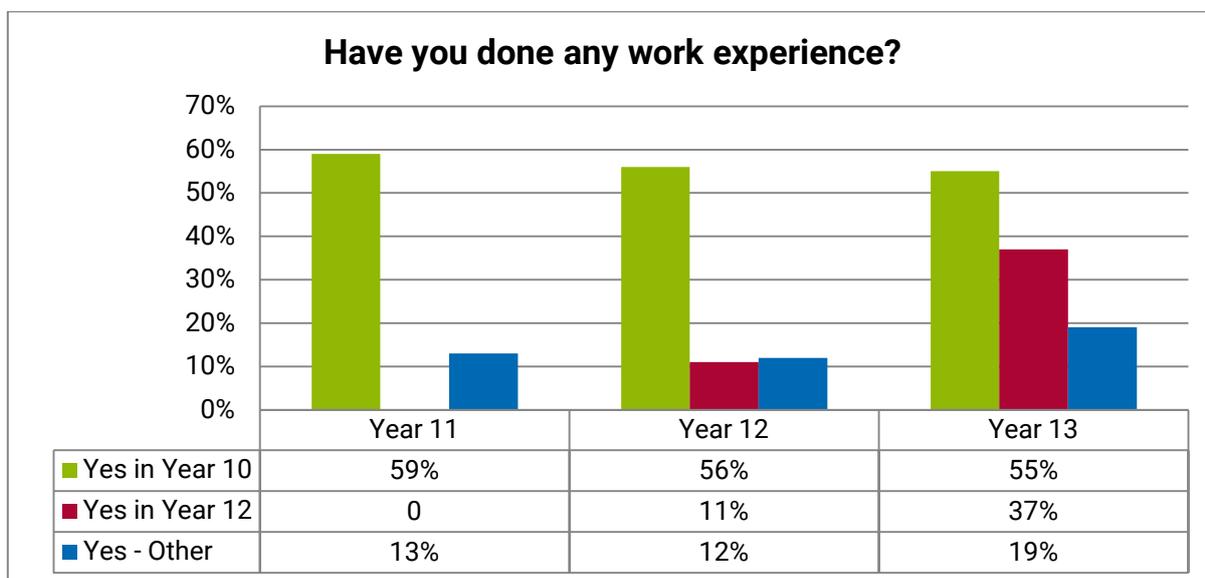


6. Work Experience

As might be expected the older students are more likely to have completed some work experience; 66% of Year 11, rising to 69% by Year 12 and 77% by Year 13. Only 57% of college students have done work experience (*though as previously mentioned we should be cautious with the college students' findings as only 38 college students completed the survey*).



The question about work experience included information about when this had taken place. Doing work experience in Year 10 was the most common source of work experience. We found that 59% of Year 11 did their work experience in Year 10, and 13% had achieved it via other means. (*This was a multiple-choice question so some students had gained experience from Year 10 and other places*). When we look at the Year 13 responses 55% had achieved their work experience in Year 10, 37% had gained it in Year 12 and 19% had achieved it at another time.



Other Types of Work Experience

15% of students had done work experience at times other than in Year 10 or 12. 171 young people replied to our 'Please describe' question. The most common response was describing other school years in which they had participated in work experience. This was followed by: working with family; having part-time jobs; gaining experience over the summer; volunteering and work placements. Some young people took the opportunity to describe the type of work experience they had done or where they had done it. 17 young people described seeking out the opportunities independently outside school.



In other Year's

- "In Year 8."
- "In Year 9." X2
- "Year 10."
- "Year 11." X11
- "Year 13." X5
- "Yes in Year 13,"
- "Throughout Year 10 and 11."
- "Year 10 and 12."
- "In previous education so Years 7-11."

Family

- "With my dad at work."
- "I worked with my Dad for a day."
- "Working with my dad."
- "Working with my dad."
- "Working at my Mums Cafe and my Grandparents BnB."
- "Aunties cafe."
- "Nan's pub."
- "Family business."
- "I worked in my dad's cafe doing jobs and serving."
- "Working with Dad at his workplace."

- "Working with family business."
- "Working for my step dad washing cars."
- "Sticking up skittles for my stepdads team."
- "I work with my dad and a small cooking and selling shop."
- "My parents have their own business, and I help sometimes."
- "I work for my dad renovating houses I often plaster with him or put up fence panels."
- "Help my family member in gardening."
- "For friends/family."
- "Work with parents occasionally."
- "I help with my dad on his farm."
- "Relative's farm hand work."
- "Friends and family."
- "At my Auntie's work-place."
- "Yes because I work with my parents."
- "Working with my dad at his company."
- "With my mum."

Part-time jobs

- "I hold a Job."
- "Actual work."

"Having 3 different jobs."
 "Work."
 "I have a Saturday job."
 "I've got a weekend job."
 "I have a Job." X2
 "I work."
 "Part time job."
 "Actual Work."
 "I had a job."
 "Paper round." X6
 "Working in childcare."
 "Yes working in a cafe."
 "I work as a waiter."
 "General labouring."
 "Farm work."
 "I have a job in Year 9."
 "A bit of cleaning at a friend of the family's house."
 "Walking Dog."
 "Gardening."
 "I did three days working around the village to earn trips."

Experience in school holidays

"Summer job."
 "During summer."
 "I went to London in the summer and JP Morgan for work experience."
 "Summer job in a friend's fish and chip shop."
 "Did 3 weeks work experience over summer."
 "In holidays."
 "During my summer in year 11 - it was not set up by the school I did it independently."
 "Jobs in summer etc."
 "I did work experience over summer - did an introduction to Uni and Sixth Form in Year 10."
 "Summer of year 12, outside of school."
 "In the summer holidays, arranged by myself."
 "I have done working in a pub doing washing up and chopping vegetables."
 "Have a job at a restaurant and having more work experience this year."
 "Christmas Holidays Y11."

Volunteering

"Age UK charity shop, Salvation army music work."
 "I volunteer at Andrew Simpson Sailing Centre."
 "Helping at a charity event in Year 8."
 "Volunteering to coach children."
 "Swimming helper."
 "Portland Bill Coastwatch (NCI) which I volunteer for along with the Nothe Fort."
 "Youth leading."
 "Youth centre."
 "DofE with scouting."
 "Youth club."
 "Volunteered at Swanage Library and Corfe Castle Library."
 "Duke of Edinburgh."
 "Duke of Edinburgh, I worked in a shop."
 "Volunteering for DofE and a summer job."
 "Volunteering."
 "Volunteer work in year 13."
 "I work several volunteer jobs."

Work Placement and training

"Placement as part of the traineeship."
 "Work placement in traineeship."
 "Placement."
 "Work experience unit coming up as part of my course."
 "One year training with Vision Labs."
 "Work experience for Health and Social Care."
 "Year 13 Health and Social Care."

Type of Work Experience

"Cafe work experience."
 "Fuse cafe."
 "SES Computers."
 "Working on a farm and at an equine centre."
 "Medical work experience at a foreign hospital"
 "I did work experience at Preston School in Year 11."
 "Plumbing."
 "Vets, farm, kennels and cattery etc."
 "Primary school."
 "At my golf club when I was 12."

"Teaching at my dance school."
 "Year 8 - Junior vet day at the donkey sanctuary in Devon."
 "Coaching younger children at Football."
 "External productions outside of school."
 "Handy man work and in shop."
 "Swimming helper."
 "Primary/Secondary College."
 "A day of work experience for a small local company."
 "Sports officiating and soon to be medical research."
 "Modelling."

When

"In my own time."
 "Currently."
 "Every other Tuesday."
 "In my spare time."
 "In my own time."
 "In my own time."
 "All the time in my free time."

Organised own work placement

"I took my own time to organise as the school no longer does as it COSTS too much."
 "Arranged by self."
 "Outside of school." X7
 "I organised my own work experience through a programme I heard about through school."
 "Outside of school at a bakery."

"I found a second placement through a contact."
 "Also set up work experience by myself after GCSE exams."
 "6 outside of school work experience placements and 2 part time jobs."
 "Yes in 11, however it was not offered by the school."
 "I organised my own work experience at the start of Year 13."
 "Not organised by school, at end of Year 11."

Work outside of school

"Work experience sourced outside of school – JPMorgan."
 "I worked in a legal department outside of school for work experience."

Other

"Whilst on JSA."
 "Running my own Business with Tycoon in schools."
 "Throughout my education from Year 9, every now and then."
 "Shadowing at work."
 "Basic chores at home."
 "Got it arranged."

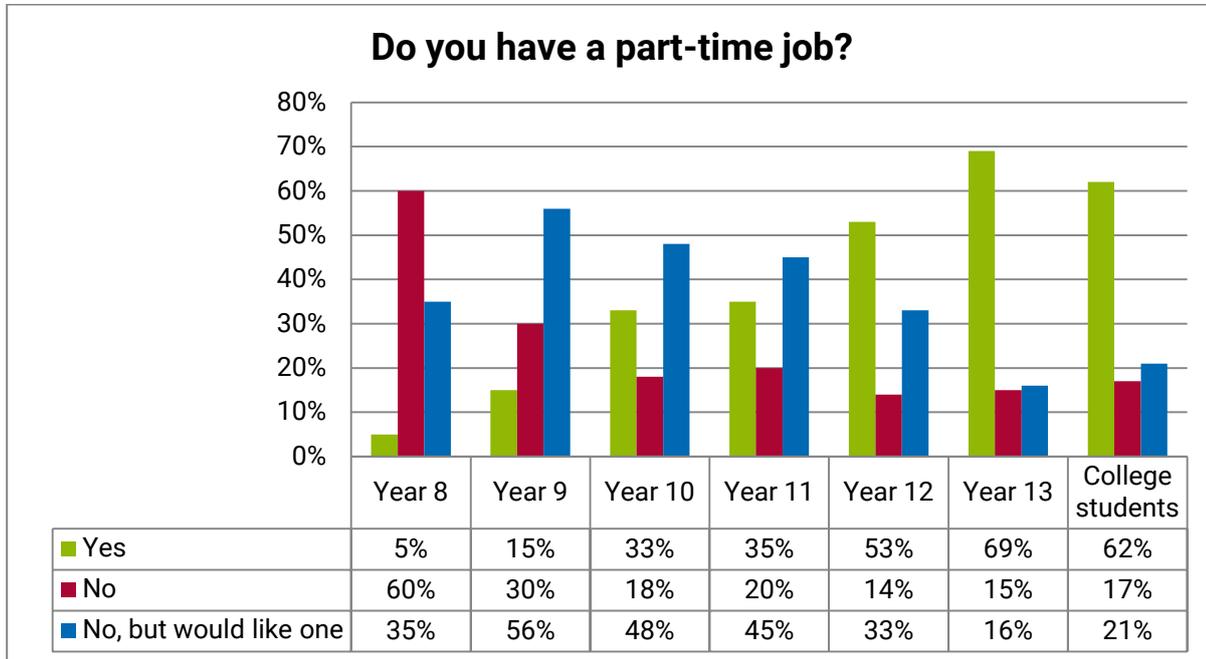
For more information about work experience and students experiences of this, please see last year's report.

Future Careers Report May 2016, Work Experience, pp.46-50.

www.dorsetyoungresearchers.com/gallery/futurecareersreportmay2016.pdf

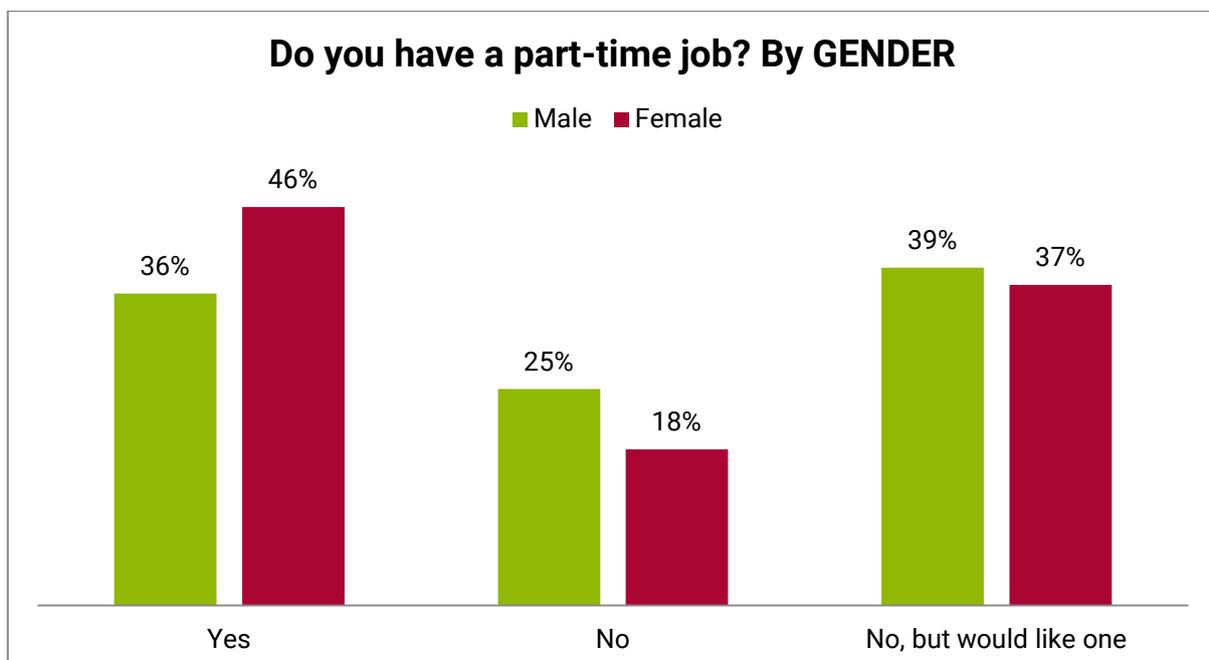
Part-time jobs

Part-time jobs are also a valuable way for gaining work experience. Students were more likely to have a part-time job the older they got; 5% of Year 8 had part-time jobs and this increased each year to reach 69% by Year 13. Approximately half of all Year 9-11 do not have part-time jobs but would like one, and a third of Year 12 would also like a part-time job.



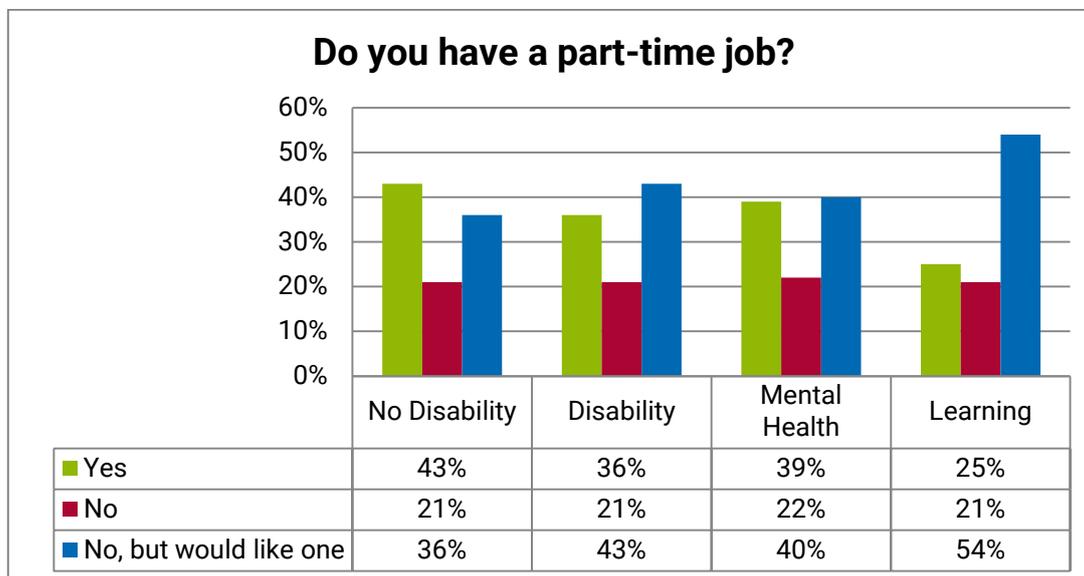
Part-time jobs by Gender

Young women were more likely to have part-time jobs; 46% compared to 36% of young men. A quarter of young men did not have a part-time job and did not want one.



Part-time jobs by Disability

When compared by disabilities the percentage of students who do not have a part-time job and do not want one is consistent at 21-22%. Students WITHOUT DISABILITIES were significantly more likely to have a job (43%) compared to only a quarter of students with LEARNING DISABILITIES. 54% of students with LEARNING DISABILITIES do not have a job but would like one.



Focus Group Discussions: Prepared for the world of work?

In the focus groups we asked the questions: *‘How prepared do you feel for the world of work? Do you have the right support and skills to find, get and keep a job?’*

Several students described the positive help they were receiving from their parents. Some students lacked information, access to work experience and interview preparation. Other students felt that the school environment was very different from work and this needed addressing.

Helpful parents

“I feel fairly prepared but I think it is mostly down to the supportive role my parents have played. They have helped me more than school in finding out what I need to do what I want.”

“I think I am prepared for the world of work, but only socially. Obviously I haven’t gone through University so I am not as experienced in the field that I want to work in. However, due to past jobs and work experience I think I have the skills to maintain a job in terms of working as a team, etc. Again, due to my previous

experience with other jobs, I’ve had two paid ‘proper’ jobs. I have gone through the process of interviews and writing CVs, but admittedly, with a lot of support from my parents rather than school.”

Lack information

“Right now, having a career seems daunting, mostly because I am unsure of what career I want. I would like more information and support in regards to career options.”

Lack work experience

“Not very, I’ve not had much work experience.”

“Don’t feel overly prepared because I haven’t had much work experience.”

“I feel like we have access and know what skills we need. I personally know what I need to get where I want to go. I feel that we have interview and personal skills but I feel as if when I do get a job I wouldn’t know how to personally manage that job. We learn some hidden ones through lessons but it’s the ones you don’t know about that you are going to need.”

Lack of future job opportunities

“People with degrees in the arts and things other than STEM subjects struggle to find jobs relating to their interests.”

Interview preparation

“I feel like I have the right skills to find a job, however getting a job might be difficult as I have had next to no experience with practising interview etc.”

“I was quite surprise when I got my current part-time job. We are fairly well prepared at our school for interviews but I think we could be better prepared for interviews for University. We are definitely prepared for part-time jobs but I don’t think we are as well prepared for full-time proper jobs where you are going to be interviewed intensively and properly judged. Not prepared to deal with those sorts of stressful environments.”

Lack of support from school

“Fairly well prepared but no thanks to school, they suggest stuff and then don’t follow up on it.”

Positive

“I’m only in Year 9 but from what I’ve had so far I feel quite confident, and with some higher qualification I’ll be ok.”

Other

“Lesson information isn’t very relevant.”

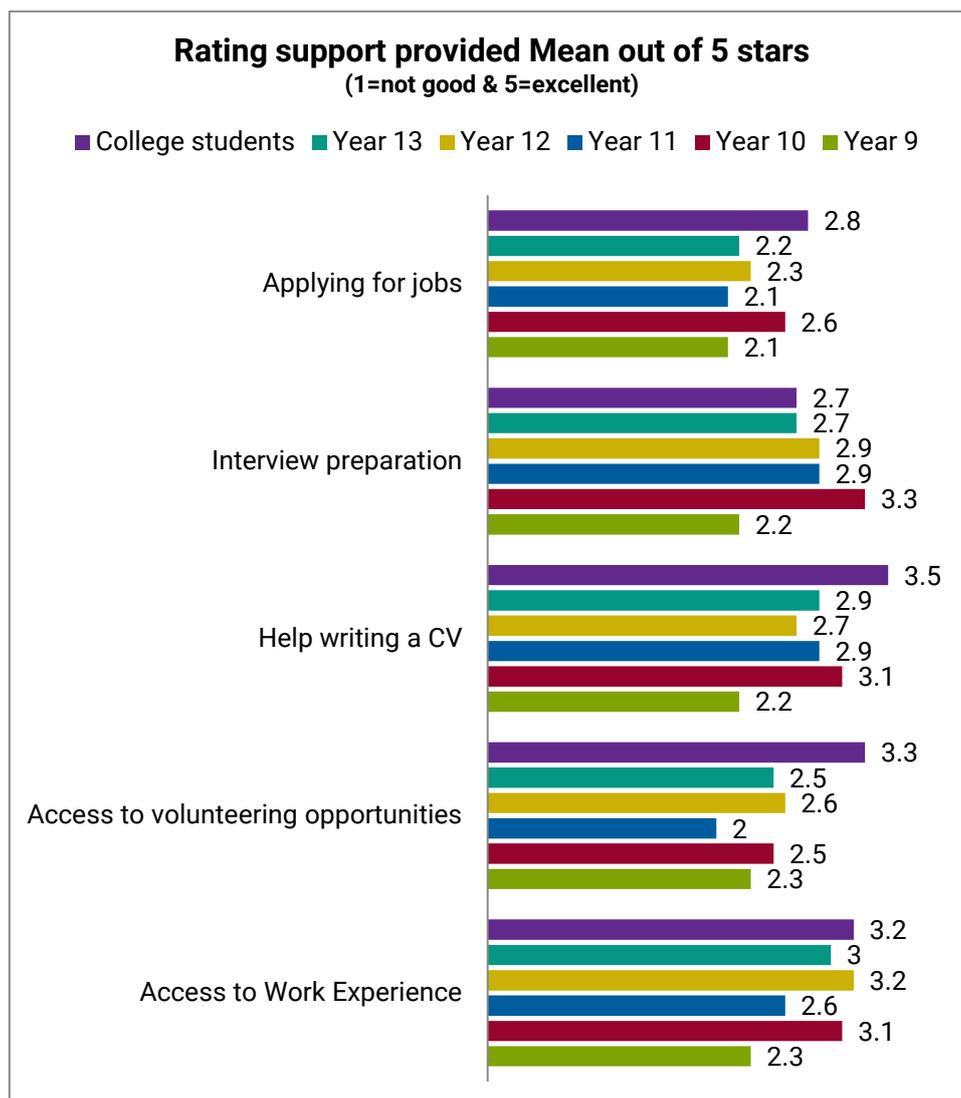
“Right now I don’t feel very prepared but perhaps once I’ve chosen my options I’ll feel a bit more prepared.”

7. School/College Support

In the next section we asked students to rate the support they were receiving from their school/college on five different aspects of developing their employability skills. These included: APPLYING FOR JOBS; INTERVIEW PREPARATION; HELP WRITING A CV; Access to VOLUNTEERING OPPORTUNITIES and Access to WORK EXPERIENCE. Students were asked to rank their responses using a star system; 1 star was equivalent to 'not good' and 5 stars was equivalent to 'excellent.' The findings are represented below by the mean average across the whole group.

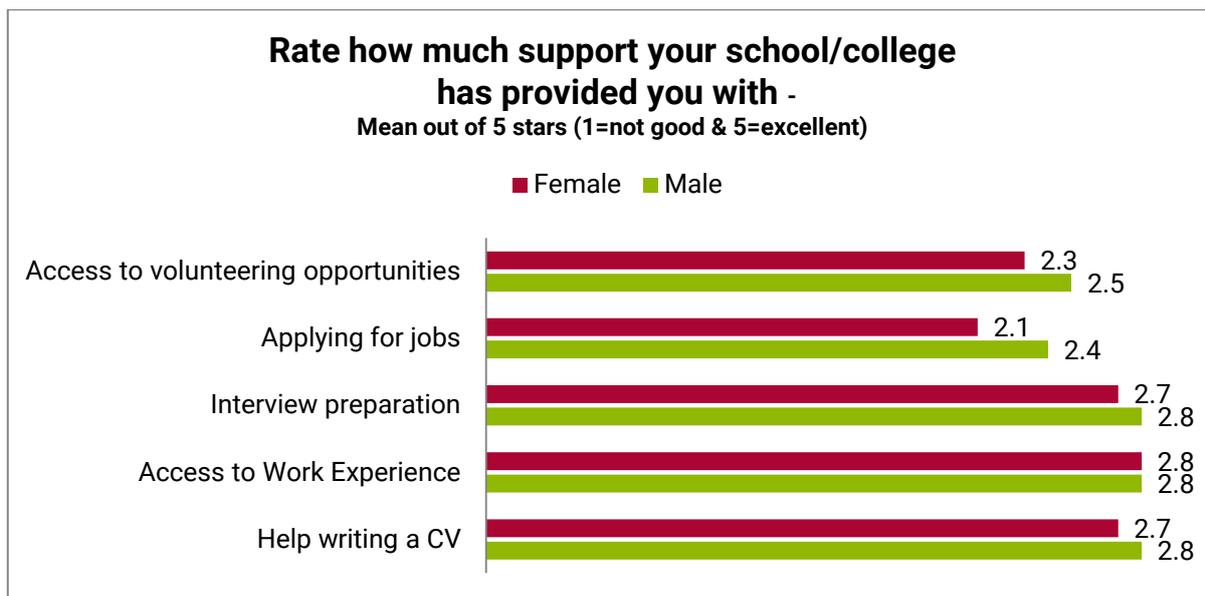
Overall students at college were the most positive about the support they were receiving, except regarding INTERVIEW PREPARATION. Year 9s were the least positive. Access to WORK EXPERIENCE overall got the most positive responses and HELP APPLYING FOR JOBS and ACCESSING VOLUNTEER OPPORTUNITIES got the least positive responses.

In schools Year 10s were the most positive about the support they were receiving, rating 2.6 out of 5 for help APPLYING FOR JOBS compared to 2.2 of Year 13s. Year 10 averaged 3.3 for INTERVIEW PREPARATION compared to 2.7 from Year 13s. Sixth Formers were the most positive about support for access to VOLUNTEERING OPPORTUNITIES and WORK EXPERIENCE.



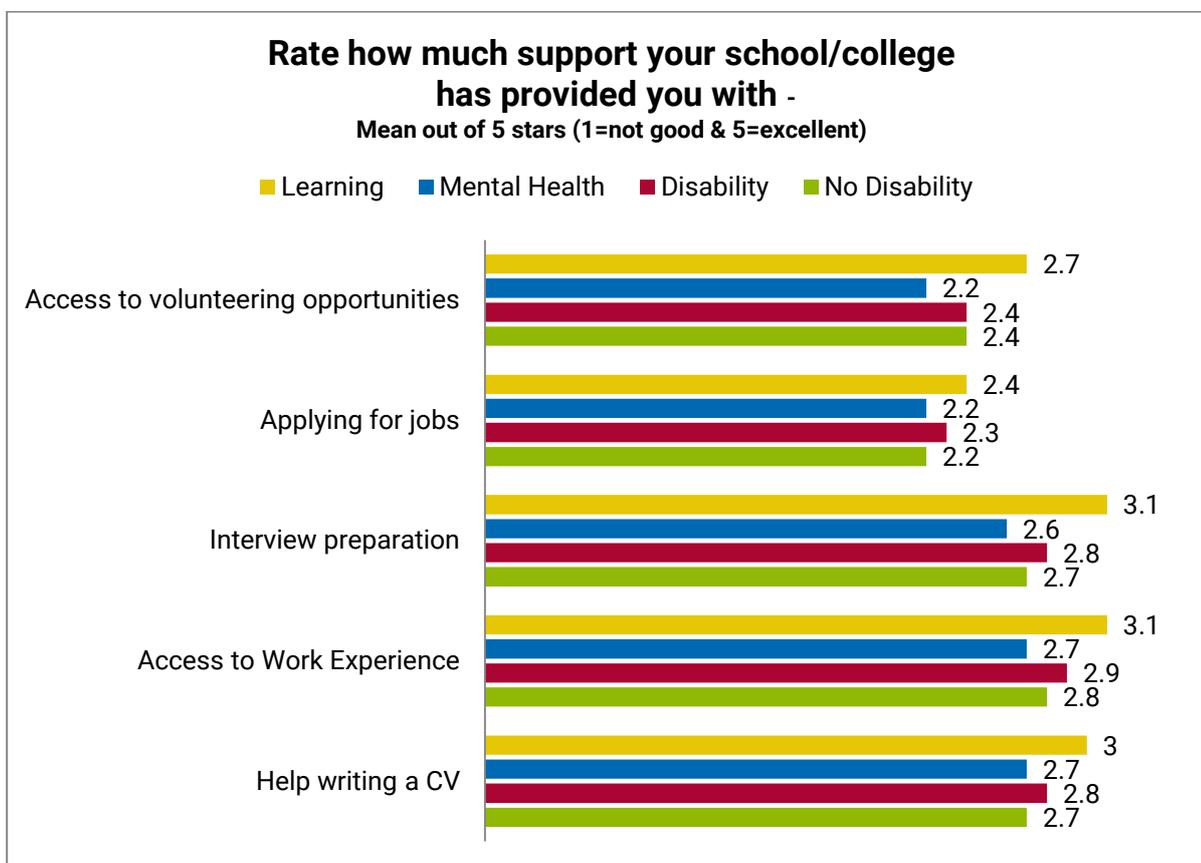
Rating Support by Gender

Young men were slightly more positive about the support they were receiving.



Rating Support by Disability

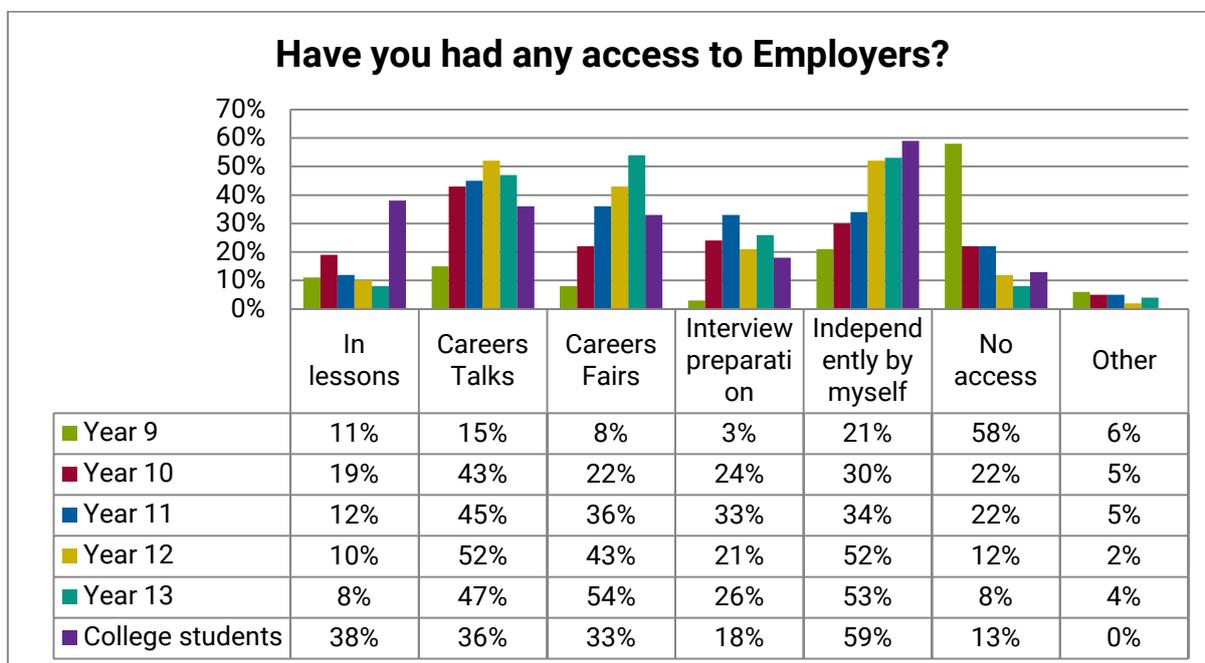
Students with LEARNING DISABILITIES were the most positive about the support they were receiving for all five aspects of employability skills. They rated 3.1 for INTERVIEW PREPARATION and Access to WORK EXPERIENCE compared to students with NO DISABILITIES, 2.7 and 2.8 respectively.



8. Access Employers

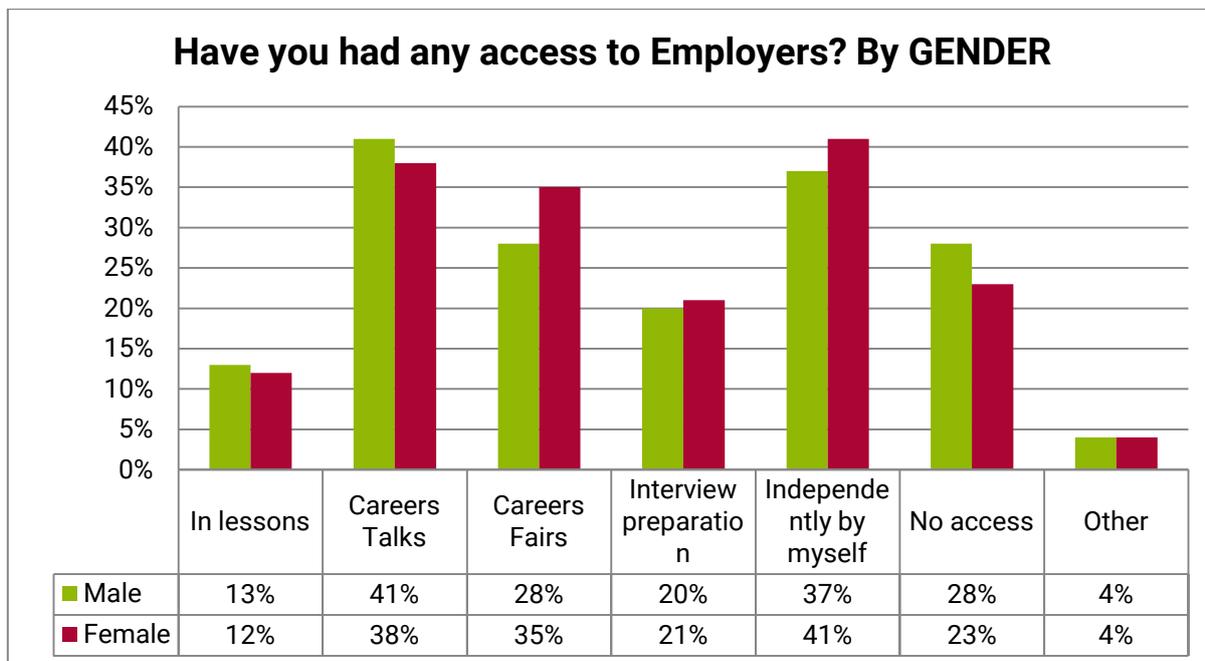
We asked students about their access to employers. We found that the most common way that students have access to employers is through CAREERS TALKS; 43%-52% of Year 10-13s. In Sixth Form students gain more access through CAREERS FAIRS; 43% of Year 12s and 54% of Year 13s. Students also become a lot more pro-active and independently sort out access as they get older with a particularly big jump from lower years to Sixth Formers; 34% of Year 11s compared to 52% and 53% of Years 12 and 13.

In Year 11 22% of students have had no access to Employers and this reduces to 8% by Year 13. A third of all Year 11s had access to employers though INTERVIEW PREPARATION. College students were the most likely to have INDEPENDENTLY gained access (59%) and through LESSONS (38%), but less likely through talks, fairs and interview preparation. (NB. Cautious due to low numbers of college students represented in our survey).



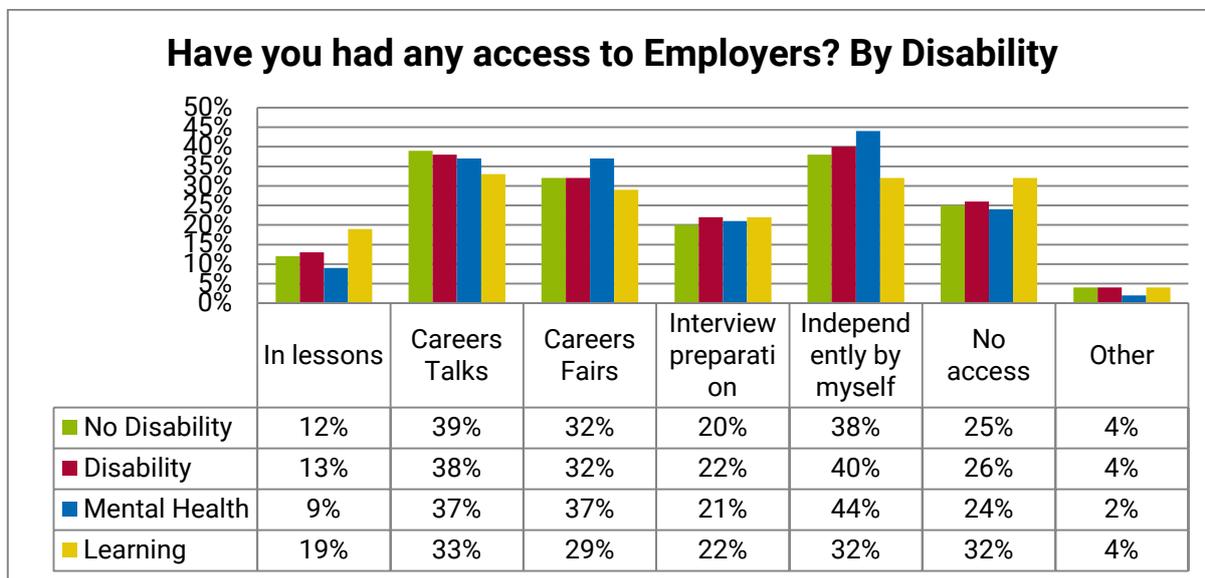
Access to Employers by Gender

Young women are more likely to have gained access to employers through CAREERS FAIRS (35%) compared to young men (28%). Young women were more likely to be proactive; INDEPENDENTLY 41% of young women had gained access compared to 37% of young men. Young men are slightly more likely to have had NO ACCESS, 28% compared to 23% of young women.



Access to Employers by Disability

Students with LEARNING DISABILITIES are more likely to have had NO ACCESS TO EMPLOYERS (32%) compared to students with NO DISABILITIES (25%). Students with LEARNING DISABILITIES are less likely to have INDEPENDENTLY sought access; approximately a third compared to 44% of students with MENTAL HEALTH DISABILITIES.



Focus Group Discussions: Access to Employers

In the focus groups we asked 3 questions about students' access to employers.

- **Have you had any access to employers at school?**
- **What was useful about this?**
- **How could it be improved?**

There were a range of experiences from lots of access to no opportunities to access employers. Students described access via interview preparation, careers fairs, careers talks and emails.

Lots of opportunities

"Yeah, briefly at Further Education and careers fairs at school. It is never very personal or informative, but it has given me the opportunity to know where to look for information and who is out there. Also there has been a couple of assemblies."

Some opportunities

"Had some access to employers but not loads."

"People from an engineering firm."

"Some but lots weren't really relevant."

"Yes careers cafe, but they are poorly attended despite good publicity."

No

"I personally don't think I've had any access."

"No everything I've done I've done myself and not through school."

"No nothing."

"No, I've had no access to any employers at school. Any employers that are 'advertised' are done for students who want to do apprenticeships."

Interview preparation

"I had a mock job interviewer but that was about it, no actual information from employers."

"When we do mock interviews in Year 10 and in Year 12 they bring in external interviews. Like when I was in Year 10 they brought in a woman from Barclays that interviewed me and also sorts of business people. They receive our CV in advance and do an interview. So we experience first hand the interview situation."

"Mock interviews are compulsory and you have to get your CV in by a certain time. And dress up smart and be professional. It's all really well publicised."

"They started mock interviews in my school but then it fizzled out and I didn't get one."

Career fair

"We had a career fair."

"We have a Post 16 convention and there is loads of army recruitment and engineer apprenticeships."

"There was something like 57 stores at the last one."

Talks

"I've been to a talk with policemen here but you have to voluntarily go to that. It's emailed around and you might go to it. So it's very concentrated on one thing."

"We get those emails about people coming in. But there are only certain people that it affects as not everyone wants them. "

Emails

"In Sixth Form occasionally the school gets emailed about summer jobs and we get mass emails about it."

What was useful about this?

The opportunity to make connections with employers was seen as useful. Careers fairs were the most common opportunity that students described as being useful.

"It's good to build connections and make a lasting impression on them. They can recommend you to colleagues and partners. It's about getting your foot in the door and then it's about keeping it there."

"It would be useful to have a career fair this year but when we had it we were too young and we didn't really care a lot about it at the time." [Year 13]

"It's all about connections."

"It's really good to have direct contact with these employers, it's better than contact on the internet. It's a really good support with the school and being supported by the school it really helps."

Career Fairs

"I was always quite positive and interested so I would try and look at everything. There were also nearly always free samples or gifts which were nice."

"It's ok if you want to do a career in like welding. And helpful if you don't want to go to University."

"A greater awareness of what jobs are out there was particularly useful in constructing career ideas."

"It's always JPMorgan coming in so it's only any good if you want to sit at a desk."

"Our career fair has like 65 employers and is a really big event. So if you are interested you come in and it also has universities and apprenticeships. It's a really good event."

How could it be improved?

Students wanted access to a wider range of employers and more information about apprenticeships. Several students suggested that young people should be asked which employers they are interested in as part of organising careers fairs.

Students raised issues with: having to choose options in Year 9 before they had thought about their career paths, having to stay on longer in education and problems of living in rural areas.

Other suggestions included: workshops, more support available for less confident students, more information in Sixth Form, better follow up from schools after careers fairs and starting this education earlier. Other students complained about not having access to employers and opportunities like careers fairs and wanted fair access for students across all schools.

Wider range of employers and more about Apprenticeships

“There needs to a wider range of choices coming in.”

“To improve this, I think employers from all different areas should be accessible, not just ones in engineering or farming, which I see a lot.”

“It would be useful to have more information about a variety of employers. A wider range of areas of work would also be helpful.”

“I work on the PTA for the school and we look for sponsorship from companies and I think better links could be made with these companies as well as company that parents at the school work for.”

“Apprenticeships could be improved. We definitely have Universities covered and being employed is covered. But apprenticeships needs more. We have good links from JP Morgan but that is only a certain type of apprenticeship. So I think there are lots more opportunities that could be promoted.”

“I’ve been to a couple of careers fairs and some are really helpful but others have like the army, a hairdresser and a lawyer. It’s like asking a child what three careers do you want to do when you are older. Though this is the actual limitations of careers fairs themselves. But you need as wide as possible. At one I

spoke to someone about the civil service and they show me so many different routes and careers and way to get involved. If someone wants to be a hairdresser it’s just more obvious, it’s all the careers you just won’t think of that need to be covered.”

“I did work experience in Year 10 and the school gave us a big big list of different companies that offered lots of different jobs. One’s that I’d never even heard of before. Unfortunately I just ended up going back to my first school but that was just because of space. But there was so much opportunity and that was really good. But I don’t think all schools get all those options.”

Ask young people which employers they are interested in

“Get a list of what is actually wanted and required and bring them in.”

“Get a list of what is wanted then provide a list of the companies so they can contact them.”

Workshops

“Workshops rather than talks and time out of lessons maybe.”

Better follow up from school

"I don't really think they can be. There are normally exhibits for every kind of person or profession so they are good in that aspect and so don't really need to be improved. However schools themselves don't tend to follow through with this."

More information

"Information is given quite early on in school, so having the information again later on; maybe in the Sixth Form would be beneficial."

"There needs to be more frequent information available."

"Not a lot! Maybe Q&A to answer stuff not on the internet."

Additional support for less confidence students

"But people might not do that and might be shy."

Start younger

"If they can come into the school earlier then you can build your confidence by talking to them. Because I don't think I'd be able to go up and just start talking to someone but if I started now I might be prepared when I was older."

Having access to Employers and Careers Fairs

"Having any access at all would be an improvement."

"At our school we have the perfect amount of opportunities and I feel ready for it all. But overall I think we lack development of our employability skills. The academic side pushes

all these other skills underneath so school should concentrate and encourage them more. Also all schools should have careers fair and interviews which I don't think is the case and that puts other students at a disadvantage."

"Having a careers fair would be more productive."

"Maybe spread the fair over two days so that we can find out more information on selected careers instead of a bit of information for a lot of careers."

"It would be really good if employers came into school and told us how they got their jobs and what skills are required."

Issues:

With starting younger

"The problem though is we are pushed in Year 9 when most people don't know what they want to do. They're always pushing you to try and narrow down your choices but that doesn't help if you don't know what to do."

"I didn't know what I wanted to do at Uni until the end of last year so now that I've chosen my degree I can start narrowing down the options."

With extended education

"The people that are motivated and want to get on with their lives are actually just stuck here for three years in our own little bubble. But the ones that are interested should be able to get on with it and be given opportunities."

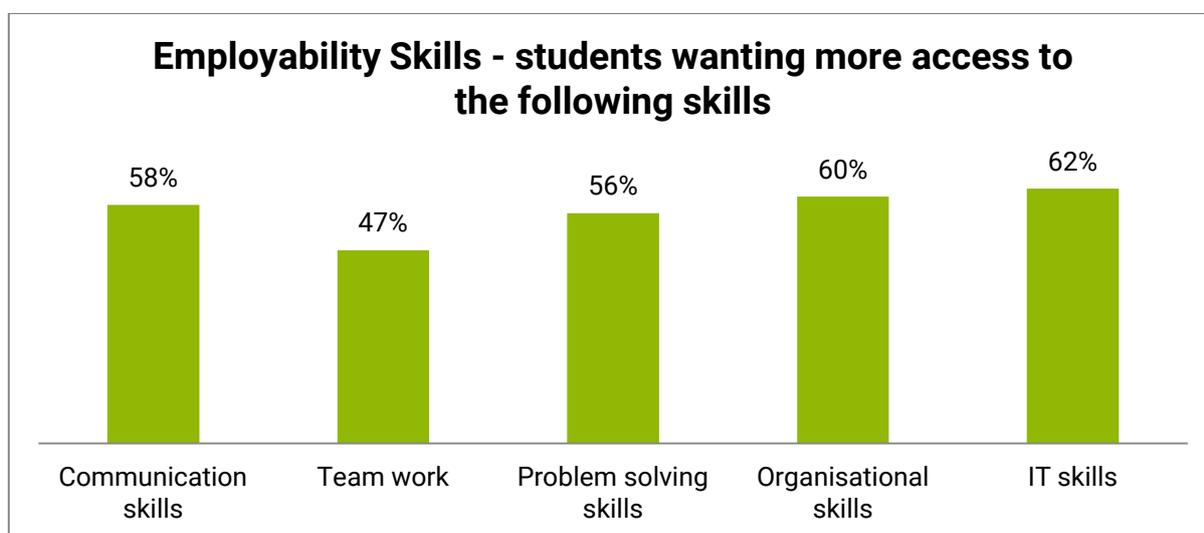
Rural

"Being in a rural area we don't have that many opportunities for access to work around here."

9. Employability Skills

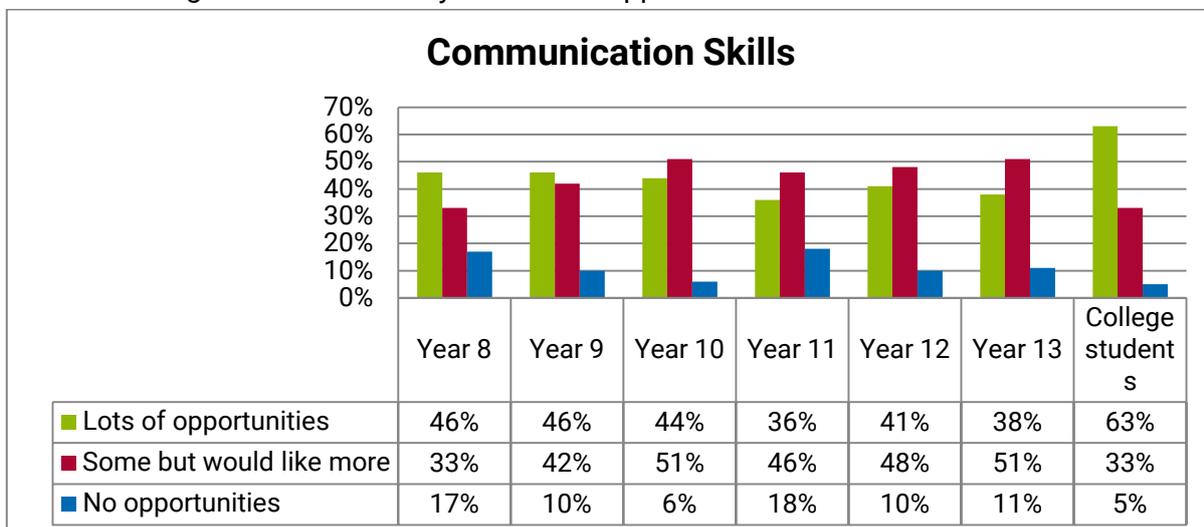
The next question asked students if they were receiving enough opportunities to develop five specific employability skills including: COMMUNICATION; TEAM WORK; PROBLEM SOLVING; ORGANISATIONAL and IT SKILLS. Students were this time given three options to rate against: 'lots of opportunities,' 'some but would like more' and 'no opportunities.' In the graph below we have combined 'some but would like more' and 'no opportunities' to represent the percentage of students wanting more access to our list of skills.

Almost two-thirds of students would like more opportunities to develop their IT skills. 60% want more opportunities to develop their ORGANISATIONAL skills and 58% to develop their COMMUNICATION skills. 56% would like more opportunities to develop PROBLEM-SOLVING skills and 47% TEAM WORK skills.



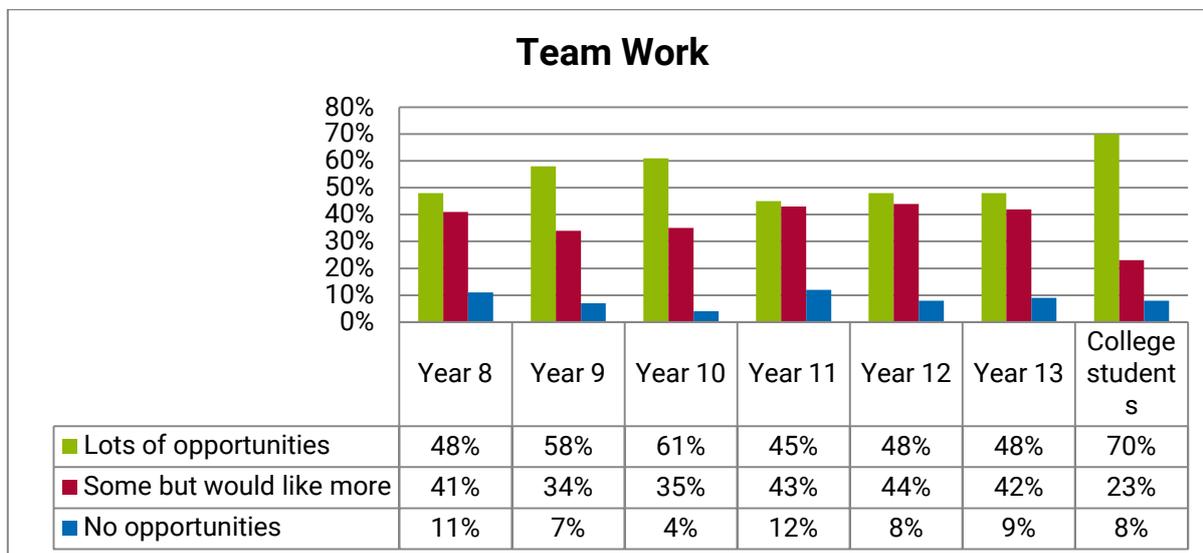
Skills by Year Group: Communication Skills

Year 8s through to Year 10s were the most likely to feel they had lots of opportunities to develop their COMMUNICATION skills (46%-44%). This dipped in Year 11 to 36% and in Year 13 to 38%. Almost two-thirds of college students felt they had lots of opportunities.



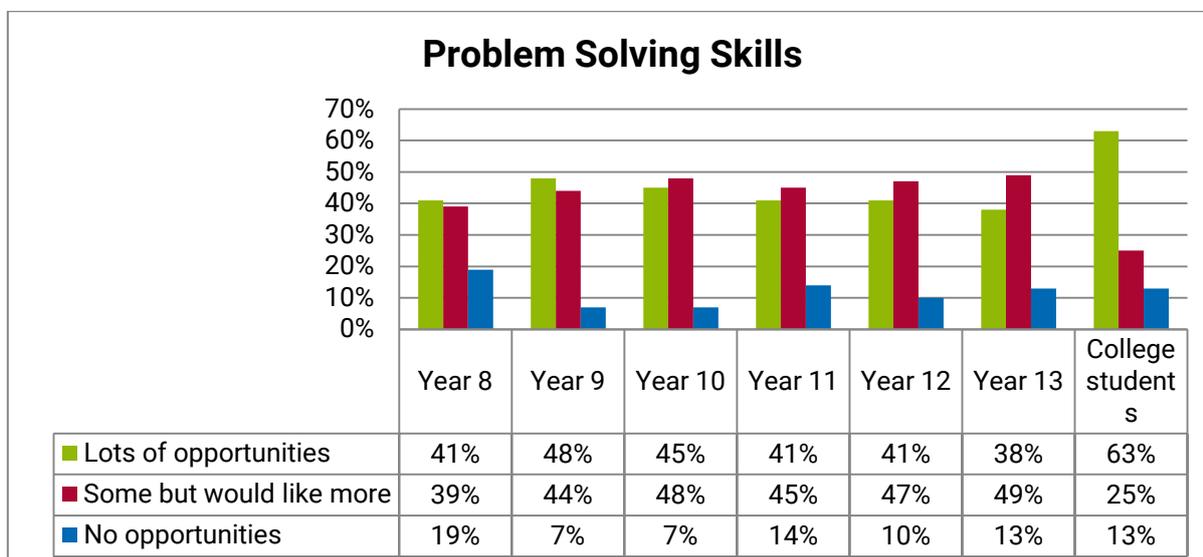
Team Work

Opportunities for students to develop TEAM WORK skills peaked in Year 10 (61%) and fell significantly in Year 11 to 45%. It then only rose to 48% in Year 12 and 13. College students were the most positive rating 70%.



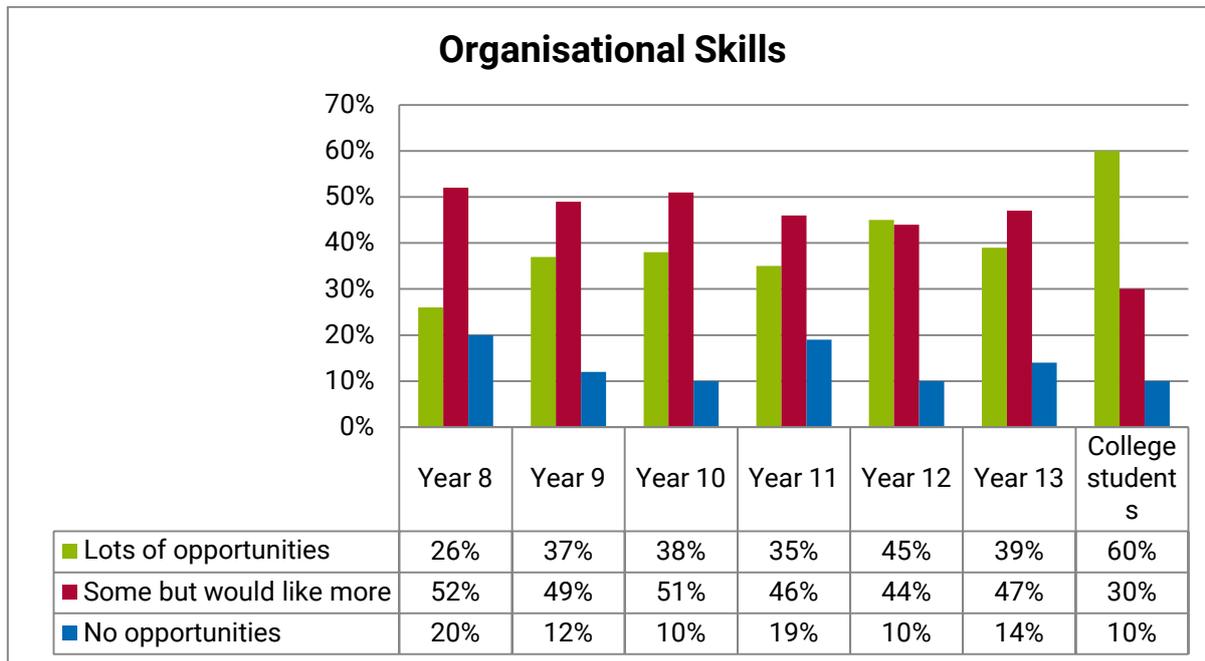
Problem-Solving

Students having 'lots of opportunities' to develop PROBLEM SOLVING skills peaks in Year 9 (48%) and then declines to 38% in Year 13.



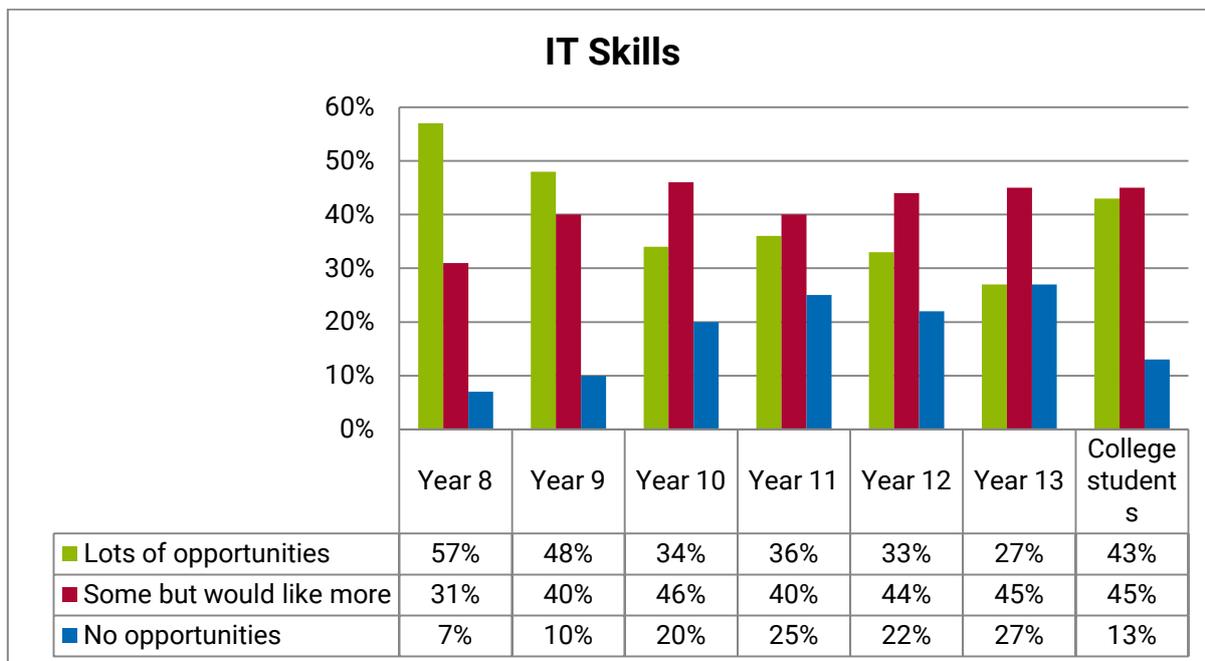
Organisational Skills

Year 8 and 11 were the most likely to feel they do not have enough opportunities to develop their ORGANISATIONAL skills, rating 20% and 19% respectively.



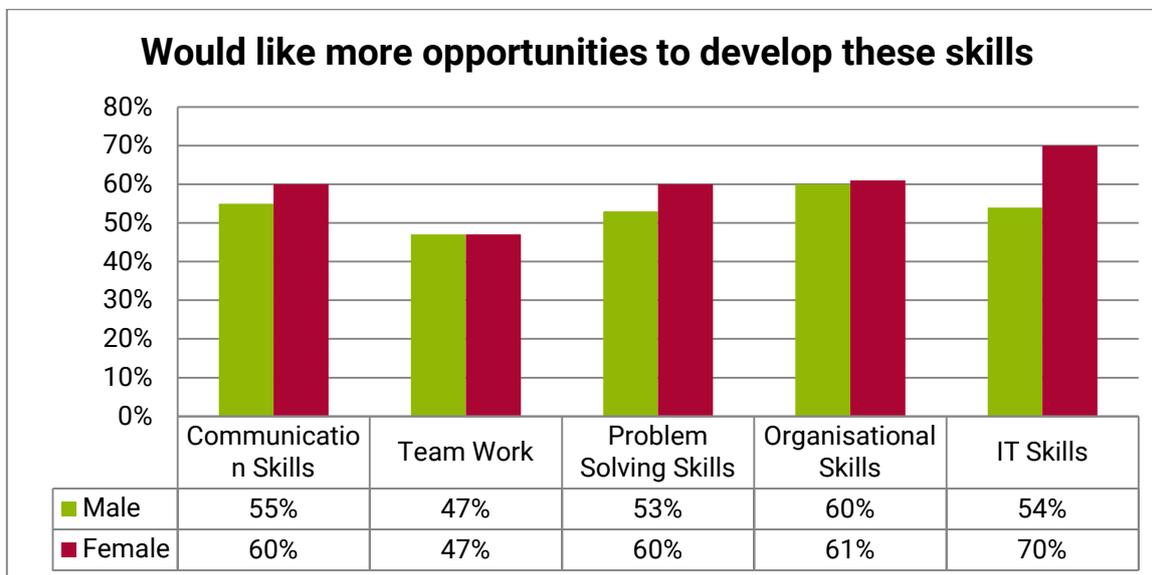
IT Skills

Opportunities to develop IT skills decrease with age. Only 7% of Year 8 had 'no opportunities' to develop these skills compared to 27% of Year 13s.



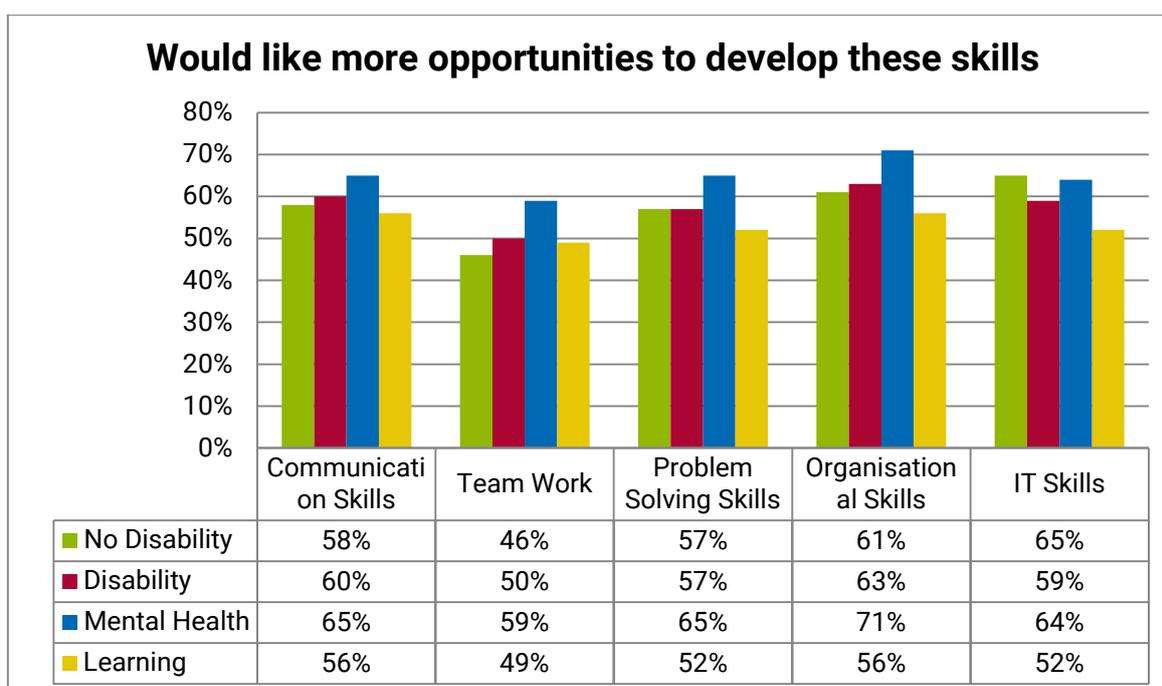
Skills by Gender

The graph below adds ‘no opportunities’ and ‘some but would like more’ together to represent what percentage of males and females want more opportunities. Both genders responses to TEAM WORK skills and ORGANISATIONAL skills were similar. There was a big difference for IT skills; 54% of young men wanted more opportunities to develop their IT skills compared to 70% of young women. A quarter of young women said they had no opportunities to develop their IT skills.



Skills by Disability

Students with MENTAL HEALTH DISABILITIES were most likely to want more opportunities to develop all five skills, and students with LEARNING DISABILITIES were the least likely to.



Focus Group Discussions: Employability Skills

The final topic for discussion in our focus groups was employability skills. We asked the students two questions:

- **Are you getting opportunities to develop your employability skills?**
- **Can you think of ways that this could be improved? Including examples of good experiences you have had.**

The conversation began by checking that the students had heard of employability skills. The majority of students had heard of them. One student described them as:

"It's basically what your employer seeks to find in who they are going to employ. Because if you can't organise yourself and be efficient with your time they aren't going to want you and no one will employ you."

Are you getting opportunities to develop your employability skills?

The majority were getting at least some opportunities to develop their employability skills through school. A few explained how they had gained these skills through extracurricular activities and work. The students described different opportunities for different skills. In one of the focus groups they discussed the role of employers on starting work and the differences they perceived between school and work environments.

Some to lots of opportunities

"I feel like there are opportunities to develop communication and teamwork skills but the others are lacking."

"A lot of opportunities but they aren't always useful."

"Only when they are necessary for the work we are already doing."

"Only really in science because they are tested for."

"We have lots of assemblies about getting your life sorted, getting your CV written and then the UCAS stuff and personal statements. We also have assemblies about the need to achieve; to be open to everything and don't be afraid to fail and learn from your mistakes."

"Yes lots is done in school."

Other opportunities that help

"Not really from school. Extracurricular activities help to hone skills but these are not generally helpful in getting a job."

"I am personally getting opportunities to develop employability skills, because I have experience in jobs, volunteering roles and groups outside school. In these, I'm given the opportunity to work on teamwork and communication especially. In terms of time management, which I really would like to explore, I don't think there are enough opportunities which cover this."

Team Work

"I don't think we do much Team work since Year 9. Particularly my A-level subject we don't do any team work."

"It depends on the subject, in psychology we do quite a lot of teamwork and in biology we have a lot of discussions."

"In middle school we didn't do much proper team work but now we do things like presentations; and we actually have to properly communicate and get it done on a set date. So it makes us more organised and we have to communicate more than I did in middle school."

IT Skills

"We do IT every 2 weeks and learn lots from animations, spreadsheets to websites. We have lots of IT equipment too."

"When you are younger you're not really supported to learn these things but over here we get the opportunities to work together and do more advanced things on the computers - because we have better equipment."

Communication Skills

"I think it's about the students who slip through the gaps. Like communication skills, we do have opportunities for discussion but the quieter students who don't say anything, and then it turns into the rest of their lives because they haven't the friends. Schools need to notice them more."

"You need to talk to people younger and older than you but at school you only talk to people the same age as you. There are the teacher but."

"I would say it's less about the school and more about the environment of the school. The school itself doesn't give you communications

skills but the fact you are in school surrounded by people gives you that experience."

"Some of them yeah, but not all of them. Communication yes. But it depends who you are around and talk to. I would say my confidence has come from outside of school from my job, getting out there and working. I didn't have any confidence before but do from work."

Problem solving

"I think creativity is the most important thing and employers are going to want the type of creativity like problem solving which is involved in most of our subjects."

Time management

"We don't get so much on time management. School is very timetabled so it doesn't encourage much independence."

Work is different from school

"Decision-making under pressure can only come from working, you don't get the chance to do this in school. There are no consequences at school; if you mess up at work you lose your job. And if you are financially tied to your job that's a huge pressure."

"The school environment doesn't match a work environment so it's impossible to prepare you like that from school."

"It doesn't simulate the work environment. They can say it but it's never really taught. They can't teach you dedication, they just say it and it's just words."

"If you talk to professionals they say they learn the vast majority of what they need for their job, on the job. The Uni degree just gives you the credentials to get into the job but very few say their degree help them actually do their

jobs. So I think apprenticeships and on the job learning needs to be focused on.”

“The stuff you are taught at school, the majority of it you will never use outside of school and you don't get taught what you need to know to survive.”

“School is mostly isolated from the real world.”

“They need to bridge gap between isolated school to being thrown out into real world.”

Discussion about role of employers in developing these skills

“I think employability skills shouldn't just be about what employers want you to have. It's about seeing the potential in you to develop them. Say you have rubbish communication skills then if they can see they could support

you to develop them that's what they should be doing.”

“But if there is someone with good communication skills already they are much more likely to give them the job. There is no such thing as a developing job - they just want the best person.”

“Employers aren't about, let's help this person out, they just want someone that can do the job.”

“I don't think you need all the skills at the start. I didn't have communication skills when I got my jobs as a sales person and you need those skills and I've developed them. You also need teamwork skills in these kinds of environments and they build on that. So you need to have that sort of environment to build on yourself to make yourself better.”

Can you think of ways that this could be improved? Including examples of good experiences you have had.

The discussions began with examples of how individual skills could be better developed. Work experience was a popular area for discussion and students raised both the need for more access to work experience and suggestions about how to improve it. Students who did not have access to interview skills felt that this would be useful with an emphasis on feedback.

Access to extra curricular activities was raised, as was the importance of part-time work in developing skills. Opportunities to develop independence were also seen as important. Several students felt that preparation should begin earlier. One student felt that if the purpose of all these skills was more explicit it would motivate students to engage more in them.

IT lessons

“The majority of people in my school stop having IT lessons in Year 8 so it would be beneficial if IT lessons continued until a later age.”

“More IT in Year 9.”

Team work

“Something which has been good though is the opportunities to work in teams on group projects.”

“The team activities we have done has been good but in teams too large to encourage communication or team organisation. Small groups with problems to solve would be more productive.”

Communication skills

"It's like swimming, you can't do it gently you just have to be thrown in the deep end and see if you can cope with it and if you can't it's getting the baseline. So I think we should be, not forced but prompted to go out and speak to different people of various ages to develop our communication skills."

"I don't think you need forced but definitely prompted and encouraged."

Value of Work experience

"You can get some of the skills in school but at the end of the day you need to get out and talk to different people. If you are an assistant at a counter you are talking to hundreds of people in a few hours and you don't get that at school. You can talk to people you know or new people that you are put with, but it's not the same experience as in the work place. There is only so much school can do with developing these skills. Though it almost not enough really."

"As soon as you get a part-time job and are thrown into a situation where you have to work professionally with people 20 years older than you. So they are no longer scary adults, they are people just like you who want to work and want to work with you. So people without jobs don't realise adults aren't scarily older people that just want to have a go at you. They want to work with you."

"There are Sixth Formers who don't have jobs who are just really closed in and won't understand the working environment or like working in a kitchen or a pharmacy. They just won't understand."

Improvements to Work experience

"All I did for work experience was go to my dad's work for 3 days and all I got to do was

take paper out of files and throw it away. I got to do that for 3 days, that's all I did."

"The problem is that when we got to do work experience we didn't know what we wanted to do. It should be built up gradually. In Year 9 if we did 3 days, then in Year 10 we could do 2 weeks so by Year 11 you know what you want to do."

"They say you have to do work experience in Sixth Form but they don't really make you and you don't get time for it so you don't want to miss school. So I'm doing work experience in a few weeks and I'm going to miss a week's worth of lessons so I'm going to be really behind. So it would be easier just not to do that, but then I'd not get that experience."

"In Sixth Form we should have a compulsory week of work because especially now we are 17 and 18. Before you didn't really know and you'd think, ok I'll speak to my mum's friend. But now you think I'd phone this company and do it myself."

"I think work experience would be helpful before Year 10 and Year 11 when you have to start choosing options. If you had work experience at that younger age it would help."

"For summer jobs people end up working in a kitchen but if schools used their connections between employers to help us with summer jobs that would be really useful ways to develop your skills."

Interview practice

"I think that more communication opportunities are needed, particularly activities such as mock interviews followed by detailed feedback."

"More communication skills are needed like mock interviews with feedback."

"We could have some careers lessons with our careers teachers where we do mock interviewing and we practice the various skills."

Extra curriculum activities

"Project such as shared EPQ's and YRP could encourage team skills not just projects that nobody cares about in lessons, but engaging extra curriculum ones. Good examples include organising an Oxbridge talk with people from other schools and YRP." (*Young Researchers Project*)

Part-time work

"I think young people should be encouraged to get a part-time job, because it really encourages them to think about skills like teamwork, communication, initiative, etc. It also gives them experience into the world of work, which they'll be going into when they finish school. I do think schools should address things like time management, because it is beneficial to both the students and them."

More help with employability skills

"I don't really know. I can understand why lessons tend to focus on the actual curriculum, but especially for Sixth Formers there needs to be an emphasis on employability skills. Maybe in assemblies, tutors or special lessons. It's really important as not everyone wants to go to Uni. Some go straight to the world of work."

Encouraging more independence

"This could be improved by giving children more independence to try things in school, such as time management. Also teamwork activities could be increased as this is often ignored in higher education."

"Give us more independence to try things."

"It's a lot better here because it makes me feel that I've got to do work for myself. But teachers in middle school are like copy this down or write this in your diary but now it's a lot more self based. They tell you a little bit but you are a lot more independent and confident which makes you more organised."

Start early

"I think you should be prepared as young as you can be and start it in middle school."

"I think in Sixth Form the skills start coming into play more than in lower school but I think they should come in earlier."

Teaching methods

"Teacher don't make stuff exciting, like you need to learn this because it's good for you and will help you in the future. They just tell you it and you don't really take any notice. They force you rather than trying to motivate you."

Motivation

"It's all a given as you have due dates for courses and you have to organise yourself. So organisation definitely, but other things like having the motivation to work is pretty different."

Formal recognition

"It would be nice to have some formal recognition of the work experience you have done. I've got a few emails that proves I arranged it but something more formal would be useful."

10. Employability - Recommendations

This year's Young Researchers started during the summer holidays in August 2016. Their first research related task was to think forward to being 25-30 years old and describe what they hoped their lives would look like and what it would take to achieve this. Much of this discussion centred around having adequate qualifications and work experience to secure a good job that would provide them with a stable income. Successfully developing employability skills was seen as a key component to becoming an independent, happy, healthy young adult.

The following recommendations came from the Focus Groups and Young Researchers Groups discussions.

Work Experience

ALL students should have access to WORK EXPERIENCE in Year 10 and Year 12 or at College.

66% of Year 11s and 77% of Year 13s have done some work experience.

"My school doesn't really do work experience but the closest equivalent was volunteering where for a day in Year 10 but we need more of a formal system. And if there was a process of applying for work experience that would give you practice for applying for jobs."

"They say you have to do work experience in Sixth Form but they don't really make you and you don't get time for it so you don't want to miss school. So I'm doing work experience in a few weeks and I'm going to miss a week's worth of lessons so I'm going to be really behind. So it would be easier just not to do that, but then I'd not get that experience."

Sixth Forms and Colleges should have TIMETABLED WORK EXPERIENCE so you don't have to miss out on lessons if you pursue these options.

Every school to have a DATABASE of useful WORK EXPERIENCE opportunities and VOLUNTEERING OPPORTUNITIES.

"I did work experience in Year 10 and the school gave us a big big list of different companies that offered lots of different jobs. One's that I'd never even heard of before... there was so much opportunity and that was really good."

“Being in a rural area we don’t have that many opportunities for access to work around here.”

Help for students in RURAL AREAS to access work experience.

Help available for applying and getting PART-TIME JOBS.

45% of Year 11 and 33% of Year 12 don’t have part-time jobs but would like one.

“I would say my confidence has come from outside of school from my job, getting out there and working. I didn’t have any confidence before but do from work.”

“For summer jobs people end up working in a kitchen but if schools used their connections between employers to help us with summer jobs that would be really useful ways to develop your skills.”

“Part-time jobs are becoming harder to get because most employers want employees with work experience which makes it harder to gain said experience.”

Access to Employers

ALL students should have access to CAREERS FAIRS.

43% of Year 12s and 54% of Year 13s have accessed employers through Careers Fairs.

“At our school we have the perfect amount of opportunities and I feel ready for it all... All schools should have careers fair and interviews which I don’t think is the case and that puts other students at a disadvantage.”

“Our career fair has like 65 employers and is a really big event. So if you are interested you come in and it also has universities and apprenticeships. It’s a really good event.”

Better ADVERTISING of CAREERS FAIRS which have a FULL RANGE of employers represented.

“To improve this, I think employers from all different areas should be accessible, not just ones in engineering or farming, which I see a lot.”

INVOLVE STUDENTS in the planning of opportunities and find out what they want.

“Get a list of what is actually wanted and required and bring them in.”

“Apprenticeships could be improved. We definitely have Universities covered and being employed is covered. But apprenticeships needs more. We have good links from JP Morgan but that is only a certain type of apprenticeship. So I think there are lots more opportunities that could be promoted.”

More information about a full range of APPRENTICESHIPS.

Developing a range of create ways to REACH OUT to EMPLOYERS.

“I work on the PTA for the school and we look for sponsorship from companies and I think better links could be made with these companies as well as company that parents at the school work for.”

Provided opportunities to make CONTACTS and develop NETWORKS.

A common response to where else students had gained work experience was through family and family friends.

Support at School/College

ALL students should have access to MOCK INTERVIEWS.

“They started mock interviews in my school but then it fizzled out and I didn’t get one.”

“We had a mock interview and were given feedback but we never had another one to act on the feedback. And x amount of years later I don’t remember any of the feedback so although it was a nice gesture it got a bit lost in it all.”

Students to receive constructive FEEDBACK about their interview skills and given support to improve them. This should include more than one opportunity to practice interview skills so they can practice what they have learnt.

LINK UP Work Experience, Interviews, Applications and CVs.

“We should have more work experience so you have something to write on your CV. It also would also be a good time to practice filling out an application form to apply and having a mock interview for practice.”

“Mock interviews are compulsory and you have to get your CV in by a certain time. And dress up smart and be professional. It’s all really well publicised.”

“Teacher don’t make stuff exciting, like you need to learn this because it’s good for you and will help you in the future. They just tell you it and you don’t really take any notice. They force you rather than trying to motivate you.”

INTERACTIVE, INTERESTING and CREATIVE learning opportunities and teaching methods including careers days, workshops, careers fairs, talks, Q&A sessions and research projects.

Effective use of IT for sharing information including:

- **Jobs and volunteering opportunities BULLETINS through school emails.**
- **SIGNPOSTING to useful careers WEBSITES from school/college sites.**

“In Sixth Form occasionally the school gets emailed about summer jobs and we get mass emails about it.”

“Give us more independence to try things.”

“We don’t get so much on time management. School is very timetabled so it doesn’t encourage much independence.”

More opportunities to WORK INDEPENDENTLY including: research tasks, lecture style lessons and Extended Project Qualification (EPQ).

Formal RECOGNITION and INCENTIVISING the development of employability skills.

“It would be nice to have some formal recognition of the work experience you have done. I’ve got a few emails that proves I arranged it but something more formal would be useful.”

“Our school does make an enough, we have career cafes at school where employers come in but they are badly attended. But I think if they could be incentivised that would encourage more people to get involved. Crest award for the STEM subject give you a certificate that is supposed to be well regarded or D of E, bronze, silver and gold. So if there was a national framework where you were rewarded and acknowledged for putting in effort to these projects.”

“In our school we got credits up until Sixth Form then there is nothing to incentivise you and to push you. It’s good to have something to work towards.”

“It’s all a given as you have due dates for courses and you have to organise yourself. So organisation definitely, but other things like having the motivation to work is pretty different.”

Working with young people to understand what MOTIVATES and engages them.

START YOUNGER and have updates THROUGHOUT EDUCATION.

“If they can come into the school earlier then you can build your confidence by talking to them. Because I don’t think I’d be able to go up and just start talking to someone but if I started now I might be prepared when I was older.”

“Information is given quite early on in school, so having the information again later on, maybe in the Sixth Form would be beneficial.”

“There needs to be more frequent information available.”

"I think they need to teach you as part of employability skills that it's not the end of the world if you don't get your first choice."

Support to develop RESILIENCE skills.

Opportunities outside School/College

A range of opportunities to DEVELOP CONFIDENCE including VOLUNTEERING and EXTRA CURRICULAR ACTIVITIES like summer schools, opportunities to give presentations and debating societies.

"I only got my job because I knew someone that works there. But if you are confident enough to go into every place in your town or city you will be able to get a part-time job."

"Project such as shared EPQ's and YRP could encourage team skills not just projects that nobody cares about in lessons, but engaging extra curriculum ones. Good examples include organising an Oxbridge talk with people from other schools and YRP." (*Young Researchers Project*).

"I think it's about the students who slip through the gaps. Like communication skills, we do have opportunities for discussion but the quieter students who don't say anything, and then it turns into the rest of their lives because they haven't the friends. Schools need to notice them more."

Additional encouragement for LESS CONFIDENT students.

More PROMOTION of VOLUNTEERING opportunities for gaining experience.

Specific Employability Skills

Opportunities to work in small groups to develop TEAM WORK skills.

"It depends on the subject, in psychology we do quite a lot of teamwork and in biology we have a lot of discussions."

"The team activities we have done has been good but in teams too large to encourage communication or team organisation. Small group with problems to solve would be more productive."

"I don't think we do much Team work since Year 9. Particularly my A-level subject we don't do any team work."

"The majority of people in my school stop having IT lessons in Year 8 so it would be beneficial if IT lessons continued until a later age."

More opportunities to continue developing IT SKILLS, particularly increasing opportunities for young women.

70% of young women wanted more opportunities to develop IT skills compared to 54% young men

Support for Students with Disabilities

Students with disabilities to be given more SUPPORT with accessing employers and finding part-time work.

43% of students with disabilities would like a part-time job.

32% of students with Learning Disabilities have had no access to employers (compared to 25% of No disabled students).

Information and Advice

"Once you are out of education the support and help for getting jobs goes away."

"They need to offer you ways of getting support to get to the next step if it doesn't all work out."

Careers information and support available when you have left education. These services should be well publicised so young people know where to go.

Good quality information for PARENTS/CARERS to support their children in making career choices and developing employability skills.

"I feel fairly prepared but I think it is mostly down to the supportive role my parents have played. They have helped me more than school in finding out what I need to do what I want."

Additional help available for students whose parents and carers are unavailable to help.

This year's research was centred on employability skills and access to employers. Last year's Young Researchers 'Future Careers Report' includes additional recommendations that are relevant to these discussions and the key recommendations are listed below.

- More **INFORMATION** and **ADVICE** about **JOB OPPORTUNITIES**.
- Good quality advice about **ALL** the **OPTIONS** available at **Post 16** and **Post 18**.
- **ONE-TO-ONE** advice and support from careers advisers and teachers. The opportunity to have one-to-one talks about what you want to do in the future with a chance to talk about any concerns you might have.
- **OPEN DAYS** and **TASTER DAYS**. Interaction and experiencing things is a good way to learn. Provide the opportunity to visit schools and colleges and try out some of the courses.
- Opportunities to **TALK TO OLDER STUDENTS**. As part of career information and advice there should be the opportunity to talk to older students and ask questions about what courses are like. Students are more likely to be honest about what it is really like and give you a better impression of what to expect from a young person's point of view.
- **GUIDANCE INTERVIEWS** available for students who are not sure about future careers to help them get the most value out of their work experience.

- Building a **CV** should be an **ONGOING** process. CV building is a useful tool for schools and colleges to base their support for student's skills and experience development. The goal should be by the time students leave school/college they have a full CV.

Dorset Young Researchers, Future Careers Report, May 2016.
www.dorsetyoungresearchers.com/gallery/futurecareersreportmay2016.pdf

Dorset Young Researchers

For more information about the Young Researchers project or to view our other research reports

www.dorsetyoungresearchers.com

