

Self-Help and Career Planning

Report to Skills Development Scotland

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'If they had more self confidence they'd have a wider choice on what they could do. Most kids don't think about their careers, they think it'll just happen' (4th year pupil, 2009)

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Contents

	Page	
Section 1	Introduction	4
Section 2	Methodology	5
Section 3	Profile of schools and findings from the school interviews	13
Section 4	Profile of pupils	21
Section 5	Contact with Careers Scotland and use of services (First Questionnaire)	26
Section 6	Contact with Careers Scotland and use of services (Second Questionnaire)	37
Section 7	Measuring impact of self-help services	45
Section 8	Taking action on careers	56
Section 9	Executive Summary of key issues and recommendations	62
Section 10	References	73
Section 11	Questionnaire One	75
Section 12	Questionnaire Two	87

Section 1: Introduction

In recent years, the focus of career guidance services in many countries has moved towards promoting self-help by clients and to supporting young people to develop the skills they need in order to self-help in the use of services. There are a number of reasons for this; firstly the evidence that understanding gained *by* a *proactive* client is more powerful in creating effective change than that provided *to* a *passive reactive* client; secondly a strong philosophical commitment to empowerment of the career guidance client, to a change in the historical ‘balance of power’ in the relationship and the development of the client as ‘expert’ in his or her own life; and thirdly the pragmatic assessment that career guidance services cannot and should not meet every need of clients when they are able to self-help and when resources are scarce.

Nevertheless, there have been concerns about the capacity of clients, especially the young and those who might be termed vulnerable or in disadvantaged groups, to use self-help systems: those who are least confident and feel least empowered might be less likely to proactively use services. It is suggested that the concept of information literacy is important here – access to self-help materials and information sources (often electronic) may not be sufficient to enable young people, and especially the more vulnerable groups, to effectively use self-help systems. Young people also need to be able to evaluate and interpret the materials and information effectively and to be able to apply the information and insights gained to their own career decision-making in an appropriate manner. However, the focus of much attention in respect of self-help has tended to be on the provision of self-help services rather than identifying the pre-conditions that need to be present in the client in order to make good use of such services. Professor Jim Sampson (on whose work much of the thinking of Careers Scotland on differentiated service levels depending on the needs of different clients has been based) has noted quite clearly that ‘self-help is not abandonment’.

This document presents the findings from a small-scale research study which considered these issues, specifically focusing on how the impact of self-help services might be measured. It reports on a trial of possible measures of young people’s career self management skills and decision-making and asks *to what extent does the use of self-help tools promote young people’s career self management skills and decision-making? What are the factors (both individual and organisational) that influence the use of these services and the impact they make, and to what extent does this differ according to the client group in question?* However, it is important to note the short-time scale available to the research which, as we discuss below, was insufficient to enable these questions to be adequately addressed. We therefore recommend that this research be seen as a trial of the instruments and that further research is undertaken with more appropriate timescales. This would allow for a more secure set of recommendations about the value of self-help services.

Section 2: Methodology

This research took place between January and March 2009 and was conducted by a small team of researchers from the Universities of Strathclyde, Edinburgh and the West of Scotland. It involved work with the pupils and staff of three secondary schools in Scotland and their associated Careers Scotland Careers Adviser. In considering the impact of self-help services the research team was asked to look at the differential impact, if any, on young people needing More Choices More Chances and those from Black and Minority Ethnic backgrounds.

The main approach was the administration of a questionnaire to school pupils at which point they were also requested to use the Careers Scotland website and school library over the next three weeks. At the end of these three weeks, the same pupils were asked to complete a second questionnaire in which many of the items were repeated from the first questionnaire. The team then analysed the two sets of data to try and identify any changes in pupils' career management skills or career intention over this time and to explore whether these might be attributable to their use of Careers Scotland's self-help services (bearing in mind our caveat about the short timescale involved).

Research plan and activities

Stage one

1. Clarification of the term 'self-help services'

It was fundamental that everyone involved in the research shared an understanding of the term 'self-help services'. It was also necessary to translate it into a form that young people would understand and be able to respond to. The team therefore:

- reviewed the range of self-help services and how these might be understood by young people through discussions with Careers Scotland staff; observations in a Careers Centre and through desk research on websites;
- had meetings and discussions with the research manager;
- engaged in discussions with Rocket Science (the organisation completing a complementary piece of work for the same funder).

2. Identifying and accessing schools

A time-consuming aspect of the first stage was to identify and approach schools and local authorities to secure the participation of three schools that would provide the mix of pupils required for the study. The intention was to survey up to 100 young people in each of three schools:

- one school likely to have substantial numbers of young people needing More Choices More Chances (MCMC);
- one with substantial numbers of young people from black and minority ethnic groups (BME); and

- One mixed comprehensive school in a small town or rural area.

An early plan to involve both S4 and S5 had to be adapted (see below) to include S4 only.

3. Development of instruments

The work to identify or develop instruments to measure impact of self-help services was also started at this stage.

Stage two

4. Questionnaire design

The main activity in the second stage centred on questionnaire design and administration:

- design of the first questionnaire covering pupils' career management skills, enterprise and self-efficacy; their career intentions; use of self-help services as well as some individual and family background information;
- design of the briefing session to encourage the use of self-help services over the next 3 weeks;
- pilot of the first questionnaire and other materials with 10 S4 pupils in a school not otherwise involved in this research;
- production of the final version of the first questionnaire;
- administration of the first questionnaire to pupils in the three schools.

Stage three

5. Analysis of quantitative data

- The first stage questionnaires were coded and analysed with the aim of providing baseline data for the later comparison.

6. Study of careers related services in the participating schools

- Interviews were conducted with between 2 and 4 members of staff and either 1 or 2 school careers advisers in each school.
- Documentation on career education and enterprise inputs in each of the three schools was reviewed.

Because of difficulties in accessing one school (see below) stages 2 and 3 overlapped, as did stages 3 and 4.

Stage four

7. Development and administration of the second questionnaire

- In this stage the team designed the second questionnaire. A number of the questions asked in the first questionnaire were repeated to enable comparison. The team also added a

question on the usefulness of the Careers Scotland website and several questions to elicit where young people were likely to go for information and advice on career issues. The latter were taken directly from questions used by Rocket Science to help the complementarity of the two pieces of research.

- The questionnaire was administered to the same pupils in each of the three schools

Stage five

Stage five involved combining the data from the two questionnaires, analysis of this combined dataset and completion of the final report.

Issues

There were a number of issues the research team had to address from an early stage.

Definition of Careers Scotland's self-help services

It was important to seek clarification on what the funder defined as 'Careers Scotland's self help services'. From these discussions it became apparent that this was NOT the same as 'self-referral' for a career guidance interview. (Nevertheless we found this to be a common misapprehension by both school and Careers Scotland staff in our interviews with them.)

The formal definition of 'self-help services' used by Careers Scotland is:

'Self-help services involve self-guided use of self-assessment, information, and instructional materials and media, in a Careers Scotland centre, a school/college careers library, or the Careers Scotland website, where resources have been designed for independent use by customers with a high readiness for career decision-making'. These self-help facilities are characterised by improved signage in the resource area, specifically designed resource guides, access where possible to the internet, and information on how to access assisted services from Careers Scotland'. (Fairweather et al 2006)

This proved to be difficult to translate into questions that were meaningful to pupils. It also became apparent that there was a lack of clarity among Careers Scotland staff as to the definition of 'self-help services':

'We're filling in stats on the use of self-help services but no-one's clear what they are and what should be included.' (Careers Adviser)

At an early stage in the research, and following visits to the pilot school and a Careers Scotland Centre, it became clear that, in practice, the self-help services available to, and recognisable by, school pupils were:

- Careers Scotland's websites (used at home, school or Careers Scotland Centre);
- school library materials;
- leaflets and guides in the Careers Scotland Centre.

We used these aspects of self- help provision as the way to ask pupils about career self help in the questionnaires.

The desk review of the Careers Scotland website and the pilot of the first questionnaire showed that the description of the various elements of the CS website would need to focus on *purpose and function* rather than the *actual name* of the section of the website. The only exceptions to this were ‘CareersMatch’ and ‘CVBuilder’ which were largely recognisable by name to young people and school staff that had used the website.

Another challenge was to differentiate Careers Scotland’s website services from others, most particularly PlanItPlus (a website run by Continuing Education Gateway in Glasgow and very widely used by young people and school and Careers Scotland staff in Scotland). We had originally intended to exclude PlanItPlus from the survey but it became obvious that, given the considerable use both school pupils and staff made of it, it was necessary to include specific questions on it in the questionnaire, otherwise we could not be sure which website(s) young people were accessing and commenting on and to provide a context within which to understand pupils’ use of career related websites.

Another point to note is that as part of its mission to encourage self-help Careers Scotland recognises the importance of using Careers Scotland services to signpost to other sources of self-help, for example by linking to college and university websites.

Definition of ‘young people needing More Choices More Chances (MCMC)’

There are a number of criteria for identifying young people who might be in this situation (Scottish Government, 2006). However, in a group-administered survey focusing on career development there are limitations on what can reasonably be asked of pupils. On the one hand, it is notoriously difficult to obtain accurate information on criminal activity, drug and alcohol in this way and, on the other, questions on these topics and on areas relating to pupils’ care roles and parenthood might be seen as inappropriate and possibly even offensive. Therefore our data identifying MCMC school pupils in this study is drawn from answers to questions on:

- likely attainment (with low attainers being considered potentially MCMC);
- truancy and attitudes to school;
- living arrangements at home (with those living with single parents and those leaving care potentially MCMC);
- socio-economic status (SES) (with lower levels of SES being potentially MCMC). In the event the question on parental occupation had insufficient or missing information for many pupils which meant it could not be used as part of the coding of social class. Instead we used parental education as a proxy of social class as we know from other research that the two are highly correlated;
- early leavers (intention to leave at the end of S4 or in December S5);
- any stated disability.

In many ways these are crude measures and should be seen as only an indicator of possible MCMC status.

Identification of, and access to, school pupils

In order to get data on the use of Careers Scotland's self-help services the target of the research needed to be senior pupils (S4 to S6) as they were most likely to perceive the need to seek career information and advice, being closer to actually making a choice on post-school destinations. However, January and February is the peak time for SQA prelim exams, particularly for S5 and S6; as expected, we found that schools were unwilling to allow access to S5 and S6: as a result this research was confined to S4 pupils. There are both positives and negatives about this. On the positive side, S4 is the last year of compulsory schooling for most and we might expect that many of the young people who might be potentially MCMC would be early leavers and so be missed by research focusing only on S5/6. On the other hand, for the majority of S4 likely to be remaining at school until S5 or beyond career decisions may still feel far away and accessing career websites at this point may seem less relevant. The research results, therefore, cover the whole cohort and as such provide comprehensive baseline data.

It proved relatively easy to get agreement from two of the three schools we required, but there are a limited number of schools with substantial numbers of Black and Minority Ethnic young people and their agreement proved more elusive and as a result delayed the research timetable. Unwillingness/reluctance to be involved was caused by:

- HMIe inspection being imminent;
- policy decision by the SMT to refuse access to the upper school for research from January onwards in order to raise the school's attainment level;
- a feeling that the school was 'over-researched' – given that BME young people tend to be concentrated in particular localities, the school received many requests from research teams;
- an irritation that, despite many pupils being second and possibly third generation BME Scots, these pupils were still being stereotyped as 'different' when their career aspirations were now largely the same as ethnic majority young Scots. (This was a view we checked with several of the schools and with careers advisers experienced in work with BME young people. There was some support for this view, but also some disagreement that while career aspirations might be similar there could still be cultural issues, for example, on whether a young Asian woman might be encouraged to study away from home.)

One of the schools did eventually agree and the research was completed (although three weeks later than the other two schools).

Timescale for the research

To address the critical question of whether the use of self-help services promotes young people's career self-management skills, a 'before and after' design is the most robust methodology and is the one that we have adopted. But the specified timetable posed challenges for this approach since a longer time period was required than was possible within the current timetable set out for the research. Such a 'before and after' design requires an 'incubation period' after the intervention to allow young people to reflect on the information

or processes each has/had gone through before any re-assessment is done, in this case re-assessing students' career self-management skills. The time constraints of the research meant that young people had only three weeks in which to process this learning and it became obvious that in practice many of the pupils concerned had had an even shorter period than this. In discussion with them after the administration of the second questionnaire it was evident that many had accessed self-help services only when reminded by school staff that the research team would be returning. Therefore we cannot assume that young people had three weeks to process any learning from self-help services – it might only be one day or a few hours. As we suggested earlier, we recommend that this research should be viewed as a trial of the instruments and that further research with more appropriate timescales needs to be undertaken to arrive at a more secure set of recommendations about the value of self-help services.

Design of instruments

We recognised that there are a number of factors in the individual which might contribute to firstly *accessing* and secondly *learning* from self-help services. We have therefore included the following items in the first questionnaire:

- gender;
- intended leaving date;
- planned routes after school;
- career focus;
- expected attainment;
- attitudes to school and truancy;
- disability;
- ethnicity;
- previous contact with Careers Adviser;
- previous use of self-help career services;
- living arrangements;
- father/step-father's and mother/step-mother's experience of post-school education, their current activity and present or most recent job.

We recognised that the concept of self-efficacy (Bandura 1977, 1997) was potentially important as a way of explaining young people's use of self-help services and the impact on career management skills. In psychology the concept of self efficacy has largely been associated with developmental and social psychology. However, the concept has been given greater currency by the number of researchers linking the idea to 'real world' problems in the areas of health and exercise, education, business and employment.

Self efficacy was introduced by Bandura as part of his Social Cognitive Theory. For Bandura behaviour is controlled by thoughts, feelings and actions. Self efficacy is at the heart of this control in that it reflects individuals' beliefs about their own ability to act in a way which

results in goal attainment. The interest in Bandura's concept arises in part because it provides an explanation for an individual's level of 'engagement' or 'disengagement' with a range of activities. In addition it helps us to understand the explanations that the individual creates to explain their success or failure. Within the limits of the time and resources available for this research, we were able to undertake a review of pre-existing self-efficacy measures and included in the questionnaire a short generalised self-efficacy measure which has reliability and validity measures. This measure, by Schwarzer & Jerusalem (1995) consists of 10 statements. Respondents are asked to indicate how true the statement is in terms of its applicability to them. Our reflection on the use of this instrument has been that, while a higher score on this self-efficacy scale did prove significant in predicting higher scores on 'Support and Advice Awareness', we consider that using a general self-efficacy scale rather than one specific to career planning proved generally less effective. However, both the limited time and resources available for this work did not allow the development and trial of a measure more specific to the Scottish career planning context. This might be an area for future research.

Secondly we included a self-report measure of 'being enterprising' which was developed by the present researchers following a review of international literature on measuring enterprising attitudes and behaviours. It was then used in the survey of a nationally representative sample (10%) of S3-S6 pupils (n= 18430) and proved to be a relatively robust instrument (Howieson, McKechnie and Semple, 2006).

Thirdly we used one of the Strategies for the Identification of Needs in Guidance (SING) tools developed for Careers Scotland in 2004 (Careers Scotland, 2004). This tool was developed from work done by NFER and broadly matched to the learning outcomes in the National Framework for Career Education in Scotland (LTS, 2001). The tool was designed to help young people reflect on the key elements of their career management skills. In the context of a larger number of questions the tool proved too lengthy but the research has shown ways in which it might be reduced for future research purposes.

The organisational context

The individual school pupil does not access self-help services in a vacuum, but within the context of his/her school's careers and enterprise provision and of the other forms of Careers Scotland advice and support services. In addition to looking at the role of careers advisers and teachers in introducing self-help services to pupils we interviewed a small number of key staff in each school, plus one or more of the school careers advisers to get their perceptions of the likely and actual use of self-help services and of the factors that would help and hinder proactive use by pupils. Details of the key features of the schools and of the perceptions of these staff are included in the subsequent section.

Possible follow-up

We have noted our concerns about the short timescales in which to assess any impact of self-help services. When administering the second questionnaire we asked pupils if they were willing to be contacted again in a few months or a year's time and, if they were, to provide

their personal contact details. 22% were willing to do so. This is not a large number: had a larger number agreed this would have allowed research on the development of career management skills over a longer period of time. It does, however, allow for qualitative work to be done with these young people if funding can be found in the future. This would illuminate more of the individual and organisational issues that affect the use and impact of self-help services. It would also allow a third time point measure at a later date to be combined with the qualitative data for these young people.

Section 3: Profile of schools and findings from the school interviews

The three schools which eventually agreed to take part in the research did meet the criteria which were originally set. We provide some background details about the schools below before going on to report the findings from the interviews with school and careers service staff

School 1

This school is located in one of the areas of Careers Scotland which is part of Highlands and Islands Enterprise (HIE). It serves a rural community on the periphery of the Scottish Enterprise (SE) area (a fact that proved relevant for use of the Careers Scotland website) 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 require More Choices More Chances as a result of rural isolation.

This S4 group is seen as fairly typical for School 1 for this stage of schooling, presenting no more challenges or positives than normal.

Careers Scotland staff have been closely involved in both career and enterprise activities in the school over a number of years. The school is currently served by two Careers Scotland staff: one qualified and the other unqualified (the qualification noted here is the Postgraduate Diploma in Career Guidance or the Qualification in Career Guidance or equivalent). The latter member of staff handles many of the information enquiries and questions about entry to university or college. Staff grading in the HIE part of Careers Scotland is currently different from that in SE, but this should be harmonised under the new organisation Skills Development Scotland.

Use of PlanItPlus is built into Personal and Social Education in this school, but use of the Careers Scotland website is not. This is partly because PlanItPlus allows access to FE/HE across Scotland whereas the Careers Scotland website separates HIE and SE area provision in a way which is not helpful for a HIE school on the edge of the SE area. Again, it is hoped that the new organisation will address this.

Five staff were interviewed for the research: the enterprise in education co-ordinator; the S4 year head for pastoral care; the school librarian; and both careers advisers. (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 in a deprived inner city area and its attainment is skewed to the lower end of the scale. It has higher numbers of early leavers although the current S4 is bucking that trend to some extent if the intentions they have stated to school staff are followed through. This is considered a 'good' S4 by school staff with respect to ability and motivation.

School 2 is the most likely of the three participating schools to have significant numbers of young people in the MCMC category. It operates a very strict anti-truancy policy, texting parents first thing in the morning if their son or daughter is absent. A possible result of this can be seen in the lower reported truancy rates in this school.

Relationships with Careers Scotland are generally good, but the school has experienced a number of changes of careers adviser which seems to have had an impact. The longest serving of the three careers advisers working in the school had been 3 months in this role at the time of interview for this research.

The school's use of the Careers Scotland website within Personal and Social Education was reported as: CareersMatch from S2; accessing job family information for S3; and CVBuilder from S4 onwards.

Four staff in School 2 were interviewed for the research: the S4 year head for pastoral care (also the Careers Scotland contact teacher in the school); the teacher responsible for Enterprise in Education; and two careers advisers, one the generic adviser and the other working on the flexible support programme for MCMC young people.

School 3

This is an urban school with high levels of Black and Minority Ethnic pupils (49% 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. The current S4 is seen as similar to previous cohorts.

Links with Careers Scotland are strong: in addition to the work of the main Careers Adviser for the school there are up to five Careers Scotland staff working with specific groups of pupils. Senior management note that the school continues to value the contribution of Careers Advisers highly (CAs have served on the School Board) and state that staff strongly encourage pupils to use services.

In Personal and Social Education PlanItPlus is introduced immediately in S3 and pupils have a careers talk (from the Careers Adviser) at every year from S2 onwards.

The S4 pastoral care year head and the DHT responsible for guidance and careers links in school 3 have been interviewed as has the school generic careers adviser.

Findings from the school interviews

This section reports on the findings from the interviews (14) with school and Careers Scotland staff under a number of themes. There were 13 interviewees from the three schools and one key informant from a Careers Scotland Centre.

Self-help: theory and practice

The pattern of responses from the interviews on this topic might be summed up as 'a good idea in theory, but not so good in practice'. A quote from one teacher illustrates this:

'Self-help tools are a good idea, but few pupils will use them.'

On the one hand, young people's greater use of self-help services was seen as important and valuable in increasing a sense of responsibility and ownership; self-help in career planning was thought to be very much in accord with the aims and four capacities of Curriculum for Excellence (for example, promoting the idea of active, cooperative learning and a 'can do' attitude) and likely to be encouraged more in the future; and the benefits of the use of self-help services prior to a careers interview were thought to be noticeable in the progress that the interview made.

On the other hand a number of factors – individual and organisational - were thought to work against this in practice.

Factors at individual level: motivation, career intention, confidence

Factors at the level of the individual pupil thought likely to impact on the use of self-help services included issues such as motivation, clarity of career intention, confidence:

'Young people who know what they want to do are more likely to use self-help services – and I expect only a small minority will be in that position' (Teacher)

'There are very few occasions you can say, even with S5/6 – 'investigate this!' and be sure it will be done... even the most able pupils want you to phone the university they are applying to for them' (Teacher)

'Apathy, lack of self-confidence, not realising how close the time for decision is (especially S4), leaving things late, lack of understanding that [these services] are there...' (Careers Adviser)

'Young people in this school can be quite needy, their instinct is not to self-help, [but instead] to sit back and keep coming back with more questions' (Careers Adviser)

'Even if they've tried self-help, they're worried they've not understood it and want to check it, so they want to talk to someone.' (Teacher)

A comment from school 3, the one with higher numbers of minority ethnic pupils, elaborates on that last quote. Young people for whom English was not their first language, it was suggested, were more likely to check their understanding of what they had learned from a website with an individual teacher or careers adviser than those whose English was more secure.

Family factors

Respondents in all three schools noted the importance of family attitudes and expectations. One comment reflects the views of many:

'Only the most motivated will use self-help services, and it's a lot to do with parental attitudes and motivation.' (Teacher)

'You'll find pupils whose family are involved are much more likely to use self-help services – in my experience, anyway.' (Careers Adviser)

Factors at an organisational level

At the level of the organisation, either the school or Careers Scotland, there was one key factor likely to discourage the use of self-help services. This was a reluctance to take the chance of young people not self-helping and as a result failing to succeed in their first step out of school. This reluctance was partly related to schools' commitment to a supportive and caring pastoral care system for young people:

'Pastoral care teachers are not comfortable letting them sit back and get on with it... you encourage them to do it themselves, but if they're not doing it the way you'd like, there's the timescales, there's a temptation to push them along, they need a safety net' (Teacher)

'There's not much expectation by pastoral care staff that they'll [ie pupils] do things, the school could do less, adults do most of the work in the school for the pupils.' (Careers Adviser)

'They're always in and out of pastoral care – kind, loving, tolerant, maybe a nice caring atmosphere – the result is they ask and expect help a lot' (Careers Adviser)

Another aspect was the need for schools and Careers Scotland to meet certain targets. Because of the guarantee of an interview for every school leaver and *'because of the pressure of the destination stats you're more likely to 'make' them do things to get a positive outcome... even if they don't want this help, we contact them three times'* (Careers Adviser).

'It won't do your career much good if you don't meet the guarantee!' (Careers Adviser)

'Teachers of all kinds probably don't let young people do as many things independently as they should – they're spoon-fed, guided, and that's in subjects too... staff needing to meet targets are more likely to spoon-feed' (Teacher)

'You're more inclined to follow up and force things if they're More Choices More Chances' (Careers Adviser)

'MCMC youngsters get really good help, but they get so much support they expect things to be done for them, some could be brought on more if pushed' (Teacher)

It is worth emphasising again that no-one disagreed with the principle of self-help: all those interviewed believed that if young people could self-help this would be ideal. But for all interviewees in the three case study schools, the reality of young people's lack of maturity and the desire to ensure young people did not make mistakes mitigated against the effective use of self-help services for many school pupils.

Types of self-help services

Of the three main ways in which school pupils might access self-help services, website self-help was the one of the greatest interest to the interviewees.

In all three schools careers libraries were considered to be under-resourced and under-used: this was partly because the internet was seen to have largely removed the need for paper information, partly because of tight school budgets and partly because of the library's use for class teaching (usually a result of lack of teaching space).

In each locality it was thought to be uncommon for school pupils at S4 stage, unless close to their intended school-leaving date, to access the Careers Scotland Centre for self-help or other services.

Therefore the main self-help services that respondents were aware of were website based and most of the data we gathered on self-help services was focused on the Careers Scotland and PlanItPlus websites specifically, and on the use of websites in principle.

Positives about websites in career planning

Some of the positives about using website self-help services included: the appropriateness of this medium for adolescents; the broadening of access it allowed and the comprehensive provision of a range of information which could be easily updated.

Adolescents were used to the internet *'it's the channel kid's use'* and were sometimes more comfortable with a computer: *'some pupils get tongue-tied, can speak to a computer and be more experimental in their ideas, it's safer, you won't be laughed at'*.

In rural areas websites helped with access to information and advice for those in remote locations, and were able to reach more young people than paper or other information.

Broadening of ideas was an important benefit.

'It's good for opening up all sorts of things, good for networking... and you can email institutions for help, like a day's work experience.' (Careers adviser)

It could be very useful for some young people. Some thought that the more able pupils would make particularly good use of career websites, but others considered that other factors than academic ability were necessary:

'More able young people are likely to be motivated to access websites by the pressure of university application dates, but there's no similar prompt for those entering FE or the labour market.' (Careers adviser)

'Can't assume education is a guarantee – graduates can be very dependent...' (Careers adviser)

'Those who can use career websites effectively? Well, where both the careers adviser and the young person have agreed on a realistic plan; where there's easy access to a computer, where they can afford to send letters; where the young person has both confidence and motivation.' (Careers adviser)

'It really sorts out those who are motivated in some ways, if they're keen, they'll use all the services available to them, including websites, and they'll get ahead – fair enough' (Teacher)

Negatives about websites in career planning

Possibly the most substantive issue raised on the negative side was the difficulty in handling and interpreting the information available on career websites. Examples ranged from the volume of information to the difficulties of understanding it:

'Even for the most motivated information on career is so overwhelming that it needs interpreted.' (Careers adviser)

'They're battered with information, can't sift their way through it' (Teacher)

During the administration of the questionnaires one school pupil raised this issue as a question:

'You get so much information, you don't know which bits are right for you, would apply to you – it needs someone to make sense of it for you. What do you do?' (S4 pupil)

Often websites are seen as a more reliable source of information than others. *'If it's on the web it must be right'*. But this is not necessarily the case, even for websites linked to official career websites:

'Colleges and employer information is NOT unbiased on the internet' (Careers adviser)

'It's not about access but what sense they make of it – so many don't understand the concept of key word searches and get far too much back or something quite misleading.' (Teacher)

There were practical issues of access where there were limitations on the number of computers available for use in a school but in reality few young people had any real difficulty in accessing IT either through home or friends or the local library.

But following the advice given on a website could be very challenging. One careers adviser, speaking in the context of the Careers Scotland website considered that:

'the website expects more comparatively of those entering the labour market – it advises young people to send their CV to at least 40 people and then to phone up the companies – not an easy task for an adult, or for an HE applicant let alone a young person trying to make a transition into a full time job.'

Comparisons of the Careers Scotland website and PlanItPlus

With a few exceptions most respondents compared the PlanItPlus website favourably with the Careers Scotland one. PlanItPlus was thought to have some advantages in terms of scope and appearance:

- It covered FE/HE across Scotland and was therefore more useful than the Careers Scotland website for young people in the Highlands and Islands areas of Scotland, particularly those on the periphery of the Scottish Enterprise area.
- It was generally thought to be more user-friendly (easier to navigate, easier to print from, more attractive) than the Careers Scotland website.

There were also issues about the structure and design of the Careers Scotland website, issues which were likely to impact on the use and credibility of self-help services housed in the website:

'The Careers Scotland website is slow and unstable, sometimes crashing when a pupil is in the middle of doing an interest guide' (Careers adviser)

'It [the Careers Scotland website] is slow and many pupils just give up – even registering is a problem, you've got to get your address in just the right format. Heaven help you if you've got a flat number in your address! You've got to have perseverance and motivation to get into it, never mind use it!' (Teacher)

'Using CareersMatch it was difficult to log on and register' (Teacher)

'You can't do core searches on line, but you can on PlanItPlus' (Careers adviser)

PlanItPlus was more widely used than the Careers Scotland website by pupils, teachers and careers advisers alike.

On the other hand there were positive comments about the Careers Scotland website:

'CareersMatch [Careers Scotland] is more precise; Career-O-Meter [PlanItPlus] is a bit vague' (Careers adviser)

'CVBuilder is better, much better layout when you want to print your CV' (Careers Adviser)

'The Careers Scotland website looks good for adults' (Careers adviser)

Perhaps this last quote recognises that what is suitable for one age group and stage is not necessarily suitable for all. One school introduced PlanItPlus to younger pupils in the school and they then 'graduated' to the Careers Scotland website from S4. One careers adviser summed it up like this:

'I like them both – PlanItPlus looks youthful, suitable for younger pupils. The Careers Service website is more adult looking, more grown up and more suitable for older pupils.'

Interplay between self-help and other types of service

Careers Scotland offers other types of service to school pupils. The most common contacts in these three schools are likely to be: group presentations on post-school options and/or the role

of Careers Scotland; drop-in services without an appointment; and a 1:1 career interview (still the most common perception of a careers adviser's role in the minds of pupils, parents and school staff). We asked careers advisers how, in their experience, the use of self-help services related to this other provision.

It seemed that only a minority of school pupils coming for interview would have made use of self-help services beforehand:

'Around 20% at most are self-helping – I'm surprised and happy if they've looked at websites beforehand.'

It was not uncommon for those who had used websites prior to a career interview to have requested this interview to check out or discuss the information gained from self-help services. This was thought to be partly due to a *'recognition that a website can only take you so far'*, an understanding of the importance of examining advice and information, and, in some cases a lack of confidence – *'they're conscious of the implications of 'getting it wrong' and of misunderstanding the information'*.

It was common to introduce the Careers Scotland website at group sessions, or to provide a reminder at each session. Some advisers demonstrated its use in such group presentation. Others thought it was preferable to introduce and demonstrate self-help services *during* an interview to check that the pupil had access to IT and seemed willing and confident to use self-help. (This became more common as an approach because the guarantee of individual interviews for leavers meant that it was practicable for self-help services to be introduced individually). Another use of the website during a career interview was as a tool for providing information to back up what the careers adviser was saying and to confirm the credibility and accuracy of the practitioner's advice. (However, one careers adviser noted the importance of updating employment trends: *'given the current recession it's important to change the advice currently on the website that, for example, there is a shortage of construction workers'*. This would seem to be an issue for Future Skills Scotland/Skills Development Scotland as a whole).

School pupils were thought to be more likely to self-help *following* a career interview rather than *in advance* of it; the interview would be likely to have given them direction and support in the use of such services, and perhaps set specific follow-up research tasks. However, there were mixed views on this. While most thought levels of self-help would be higher after rather than before, they also noted that the difference was often not great as in reality school pupils came back for 1:1 help in preference to self-help. This brings us back to issues about the extent to which young people *can* be proactive and the extent to which systems support or undermine the development of self-help strategies.

One reflection arising from these findings is that for school pupils, self-help is one aspect of a range of services, but it is not generally seen by pupils, careers advisers and teachers as a replacement for a career interview but rather as a helpful adjunct.

Section 4: Profile of pupils

A total of 250 S4 pupils completed usable questionnaires. They were spread across the three participating schools as follows:

- School 1 – 80 pupils
- School 2 – 91 pupils
- School 3 – 79 pupils

There was an almost equal gender split: 51% female and 49% male. Based on the number and level of Standard Grades pupils were studying we classified them into three ‘expected attainment’ groups: low, middle and high (Table 1). For ease of reading we have generally described this as ‘attainment levels’ rather than ‘expected attainment levels’ and subsequent parts of this report should be read with this in mind. We based our grouping on the Scottish Government’s commonly used classification of S4 attainment in terms of the percentage of pupils who achieve five or more awards at SCQF level 5. Thus the high attainment group was composed of pupils studying 5 or more Standard Grade courses at Credit or Intermediate 2 courses; the mid attainment group refers to those taking 1-4 Standard Grades at Credit or Intermediate 2; and the low attainment group comprised pupils who were not sitting any Standard Grades at Credit or Intermediate 2.

Table 1: Pupils’ expected attainment level

Attainment level	All %	Male %	Female %
Low	17	22	13
mid	34	35	34
high	49	44	53
(n)	(245)	(121)	(124)

A higher proportion of boys were in the low attaining group and conversely girls were more likely to be in the high attainment group. Pupils’ attainment profile also varied across the three schools with the highest proportion of low attainers in School 2 while School 3 had the highest proportion of high attaining pupils. Expected attainment did not appear to vary significantly according to pupils’ ethnic background. Low attainment is associated with poorer post school destinations (see eg Howieson and Iannelli 2008) and so pupils’ expected attainment is a critical factor to take account of in our analyses especially in view of Careers Scotland’s interest in the More Choices More Chances group.

The large majority of pupils described their ethnic background as white Scottish/white British or white Irish (81%). The other pupils were spread across a number of ethnic backgrounds with the single biggest category being Asian Pakistani (8%) followed by ‘white other’. School 3 had the highest proportion of minority group pupils: 31% compared with 15% in School 1 and 9% in School 2. Pupils from ethnic minority groups are one of the categories that Careers Scotland asked this research to consider - given the small numbers involved, for the purposes of further analysis we have grouped pupils into two categories: white British

(comprising white British, Scottish and Irish) and a second category of ‘minority ethnic groups’.

Table 2: Pupils ethnic background

		Frequency	%
Valid	White British	31	12
	White Scottish	169	68
	White Irish	1	4
	White Other	10	4
	Asian Indian	2	1
	Asian Pakistani	19	8
	Other Asian	2	1
	Black African	3	1
	Chinese	1	0
	Mixed	3	1
	Gypsy/Traveller	1	0
	Other	7	3
	Total	249	100
Missing	1		
Total	250		

5% stated they had a disability; the numbers involved are too small to allow further analysis.

We asked a number of questions about pupils’ family background. A key reason for doing so was to gain some indication of the pupils who might be at risk of falling into the More Choices More Chances group. In terms of living arrangements, we found that a fifth of pupils lived in a single parent household (20%) while two thirds lived with both parents (66%) and 12% with a parent and step-parent (the remaining 1% lived with other relatives).

Most parents were in full or part time employment – 80% of fathers and 70% of mothers. Unemployment rates were low – 4% of mothers and 2% of fathers – and even combining the unemployed category with parents who are ‘unable to work’ the numbers are still very small. This means that it is not possible to use the unemployment variable as a factor in analysis of pupils at risk of being in the More Choices More Chances group.

We know that levels of parental education are associated with children’s attainment levels and with their post school destinations so we asked pupils whether their parents had gone to college or university to get some indication of their educational level. A higher percentage of mothers had done so - 45% compared with 34% of fathers. We use these two variables – mother’s and father’s participation in FE/HE in our later analyses.

Table 3: Father’s experience of further or higher education by school

	School			All pupils
	1	2	3	
No experience of FE/HE	63	80	52	66
Experience of FE/HE	38	20	48	34
(n)	80	91	79	250

To assess pupils' attitude to school we asked them to respond to a number of statements about their time at secondary school as a way to try and identify pupils who may be disenchanted or disengaged with school and at risk of having negative post school outcomes (ie More Choice More Chances.). A majority of pupils were generally positive about their school experience. Over three quarters agreed or strongly agreed that "school is helping to give me the confidence to make decisions" (77%) while almost two thirds disagreed with the statement that "school is doing very little to prepare me for life after school" (64%).

Table 4: Pupils' attitude to school

	ALL	
	% agree/ strongly agree	% disagree/ strongly disagree
School is helping to give me the confidence to make decisions	77	23
School is doing very little to prepare me for life after school	64	36
School is a waste of time	13	87
School work is worth doing	88	12
My friends take school seriously	68	32
(n)	(247)	(247)

Most pupils disagreed with the statement that "school is a waste of time" (87% strongly disagree/disagree) and a similar proportion though that "school work is worth doing" (88% strongly agree/agree). Over two thirds agreed or strongly agreed that most of their friends take school seriously (68% strongly agree/agree).

We carried out a Principal Components Analysis (PCA) to consider the underlying dimensions of this question about pupils' attitudes to school and determine which of the five factors are the most important. The PCA indicates that "school is a waste of time" is the key one.

We calculated a total score based on pupils' responses to the five items and then categorised them into three groups in respect of their attitude to their secondary schooling: those who were least positive overall, a middle group and those who were most positive. We use this variable in our subsequent analysis relating to pupils who may fall into the More Choices, More Chances category. Boys were less positive in their attitude to school as were those in the lowest attainment group. Attitudes also varied across the participating schools. There were no significant differences in attitudes according to pupils' ethnic background.

Table 5: Attitude to school (based on overall score)

	All pupils	Male	Female
	%	%	%
Low	23	33	14
Mid	35	30	40
High	42	37	47
Total	100	100	100

Another indication of pupils' engagement with school and risk of becoming More Choices More Chances is the extent of truancy. Well over a half of pupils responded that they had not truanted in their 4th year (59%) while another 36% were infrequent truants – a lesson here and there or a day here and there. Only 5% reported more serious truancy ie several days or weeks at a time. This figure is likely to be an underestimate: it is very difficult to gain a picture of serious truancy through self report whether questionnaires are administered in school or sent to pupils at home. Given the numbers involved we have created a truancy variable for subsequent analyses which distinguishes simply between pupils who have 'never truanted' and those who have 'ever truanted'. Considering the never truanted group compared with the ever truanted reveals several differences: a higher proportion of boys than girls report having truanted; high attaining pupils are less likely to have truanted than either mid or low attainers; and truancy varies across the three schools with a higher incidence in School 3. There also appears to be some difference in relation to pupils' ethnicity with a higher proportion of pupils from the minority groups reporting that they had ever truanted compared with white British (57% vs 37% ever truanted).

Table 6: Level of truancy

	All pupils	Male	Female
	%	%	%
Never	59	55	64
Ever	41	45	36
(n)	(246)	(123)	(123)

Pupils' intended leaving date is of interest both as a possible indicator of risk of falling into the More Choices More Chances group and also because of its relevance to pupils' likely use of Careers Scotland services. Only a minority of pupils planned to leave school at the earliest possible date ie the end of S4 or winter of S5 (13%). Well over a half intended to stay on till the end of S6 (59%) while the remaining 28% thought that they would leave after S5. A higher proportion of girls planned to stay on till S6. Intended leaving date was related to attainment with high attainers more likely to envisage taking a 6th year but even so, just under a half of pupils in the low attaining category planned a 6th year. School 2 had the lowest proportion of pupils intending to stay on till 6th year and the highest proportion of early leavers.

Table 7: Pupils intended leaving date

	All pupils	Male	Female
	%	%	%
S4/winterS5	13	17	8
End S5	28	32	25
End S6	59	52	67
Total	(245)	(120)	(124)

To gain an indication of the extent of pupils' career focus, we asked them to respond to a number of statements about their career ideas. Only a small minority responded that they had no idea (9%). Over a half thought that their career ideas could best be described as changing

or that they had a number of ideas but hadn't made up their minds (55%) while over a third assessed themselves as having a definite idea of what they want to do or that they had had a definite idea for a long time (36%). This pattern of response did not vary much according to attainment, ethnicity or between boys and girls. The main difference was across the schools, for example in School 1 a higher proportion of pupils responded that they had no idea of what they want to do while pupils in School 2 were more likely to state that they had a definite idea.

Table 8: Pupils' career focus

	All pupils %	Male %	Female %
No idea of what I want to do	8%	8%	8%
ideas keep changing/have a number of ideas but not made up mind	55%	60%	51%
Have a definite idea/had a definite idea for a long time	37%	32%	41%
(n)	244	119	125

Section 5: Contact with Careers Scotland and use of services (First Questionnaire)

In this section we examine pupils' contacts with Careers Scotland, their use of the different services on offer and the extent to which they were aware of and had made use of career websites *prior* to the administration of the first questionnaire. This provides baseline data for comparison with their responses to the second questionnaire which is examined in Section 6.

Contact with a Careers Advisor

A majority of pupils had had contact with their school Careers Advisor through a group session (57%). Only a small minority had made use of the drop-in facility (13%) while over a quarter had had an individual interview with a Careers Advisor (28%).

Table 9: Contacts with Careers Advisor

Have you had any of these contacts with a Careers Advisor while at school? Have you ...	No %	yes, once %	yes, more than once %	don't know %
...met by appointment with the school Careers Advisor on your own to discuss your future?	69	22	6	3
...called in to ask questions of the school Careers Advisor at a 'drop-in' session in the school?	83	9	4	4
... listened in the school to a group talk from the school Careers Advisor about your choices in the future?	39	42	15	5
Total (n) (248)				

Excluding pupils who responded 'don't know' to any of the three types of contacts, overall two thirds of pupils had had some kind of contact with a careers advisor but this leaves a sizeable minority – just over a third – who responded that they had had no contact. This is pupils' recollection, it is possible that some others had had some contact but they did not remember it, which in itself may be indicative of its impact. If the 'don't knows' were included then the percentage of pupils with no contact with a CA would be higher.

Table 10: Whether had any contact with careers advisor

	All %	Male %	Female %
Had contact	66	61	72
Never had contact	34	39	29
Total	(244)	(120)	(124)

Boys were less likely to have had some type of contact with a Careers Advisor than were girls. There was little difference according to pupils' attainment but level of contact did vary across the schools with the highest level in school 3 where 81% of pupils reported that they had had an interview or had used the drop in facility or had had a group session. The difference in level of contact between pupils from the minority ethnic group category and the

white British group although higher is not statistically significant - it is difficult to draw conclusions with regards to pupils' ethnic background because of the small numbers in the minority category in the study.

There was a considerable difference according to whether pupils' mothers had been to FE or HE. A higher proportion of those whose mothers had done so had had some contact with a careers advisor: 75% of them reported some contact with a CA compared with 60% of pupils whose mothers had no further or higher education. This finding is in line with other research that has shown the important role that mothers play in young people's career decision making and how this is related to the level of mother's education (Howieson, Croxford and Semple, 1993). Whether or not pupils had had any contact with a CA did not vary according to their family living arrangements.

Table 11: Whether had any contact with careers advisor by school attended

	School 1 %	School 2 %	School 3 %
Had contact	64	57	81
Never had contact	36	43	20
N	(77)	(90)	(77)

Table 12: Whether had any contact with careers advisor by mother's experience of FE/HE

	Mother FE/HE %	Mother no FE/HE %
Had contact	75	51
Never had contact	26	40
N	(110)	(134)

Contact with a CA varied in relation to pupils' post school plans: a lower proportion of pupils who were planning to go to college or to enter the labour market directly after school reported contact with a CA than their peers aiming for university or who were planning to do something else or who were not sure of their plans.

Table 13: Whether had any contact with careers advisor by pupils' post school plans

During your time at school ...	college %	uni %	Lab mkt %	Other %	D/k %
Had contact	50	75	59	81	71
Never had contact	50	26	41	19	29
N	(58)	(98)	(29)	(21)	(34)

Pupils' level of contact with a CA did not vary according to their score on the enterprise or self-efficacy measures, their career focus, truancy or attitude to school.

Hardly any pupils had gone into their local Career Scotland Centre; only 3% had done so.

Introduction to the CS website

In the survey, pupils were asked a number of questions about their awareness and use of the Careers Scotland website. A minority of pupils, just over a third, responded that they had been shown the CS website at school (36%); half of them said that they had not been shown the website while 14% were unsure. Just over a quarter said that they had been given an explanation on how to use the website (27%). The only variation in pupils' responses related to the school they attended: those in school 3 were most likely to say that they had been shown the CS website and to have had an explanation on how to use it.

Table 14: Whether had CS website shown or explained to them

	yes %	no %	not sure %	(n)
During your time at school ...				
... was the CS website shown to you?	36	51	14	(242)
... were you given an explanation on how to use it?	27	60	13	(238)

Table 15: Whether had CS website shown or explained to them by school

	School 1 %	School 2 %	School 3 %
During your time at school ...			
Yes, CS website was shown	36	27	46
Yes, given an explanation on how to use it	28	19	37
N	(75)	(90)	(77)

Pupils were most likely to have been shown the CS website by a guidance or pastoral care teacher (63%) followed by some other teacher (50%). But it is evident that a sizeable proportion of pupils had had the website shown to them by more than one person, for example, 45% of those who had been introduced to the website by a guidance teacher had also been shown by another teacher. Over a third of pupils who had been shown the website by a careers advisor had also had an introduction to it from a guidance teacher (36%).

Table 16: If shown CS website which people did so

Which of these people showed you the CS website?	Yes %	No %	not sure %
Careers advisor	38	58	4
Guidance or pastoral care teacher	63	32	5
Other teacher(s)	50	45	5
Friends	16	83	1
N (89)			

Use of Careers Scotland website

Just over a third of pupils reported that they had ever used it (36%). There was no significant difference by gender, attainment or most of the other factors we considered. However a higher proportion of pupils who planned to leave at S4 or winter S5 had used the website compared to those staying on for a 5th and/or 6th year (55% vs 34%). Attitude to school was

another source of variation: pupils with a more negative attitude were less likely to have used the website as were those who had ever truanted. There was some variation across the schools with pupils in School 3 being more likely to respond that they had used the CS website.

Table 17: Whether used Careers Scotland website

	All %	Male %	Female %
Used CS website	36	38	34
Not used CS website	64	62	66
N	(249)	(123)	(125)

Table 18: Whether used Careers Scotland website by school attended

	School 1 %	School 2 %	School 3 %
Used CS website	35	31	44
Not used CS website	65	69	58
N	(80)	(91)	(79)

Table 19: Whether used Careers Scotland website by intended leaving date

	S4/winter S5 %	S5/S6 %
Used CS website	55	34
Not used CS website	45	66
N	(31)	(214)

Table 20: Whether used Careers Scotland website by attitude to school

	negative attitude %	mid %	positive attitude %
Used CS website	24	44	37
Not used CS website	76	56	63
N	(58)	(87)	(105)

Table 21: Whether used Careers Scotland website by truancy

	never truanted %	ever truanted %
Used CS website	41	31
Not used CS website	59	69
N	(146)	(101)

Focusing on those pupils who had ever used the CS website, it is evident that most did so at school: 89% reported that they had done so while 42% had logged onto the website at home which indicates that some pupils were accessing it from more than one location. Pupils were least likely to use the website at a Careers Centre, only 7% had done so, of whom the majority were boys. Given the relatively small number of pupils using the CS website, it is

not feasible to analyse the location where they access it in terms of the various factors of interest such as attainment etc.

Table 22: Pupils who had used CS website - location where did so

	All %	Male %	Female %
At school	89	87	91
At home	42	40	42
At careers centre	8	11	2
N (91)			

Of those who had used the CS website at school, half of them had only used it when they were first shown it and the others had used it subsequently, one or more times.

Among those who had used the CS website at home, it appeared that their use was a mixture of doing so on their own but also doing so with someone else – friends, parents or other family members.

Still focusing on those pupils who had ever accessed the CS website, Table 23 shows how they used it.

The most common use of the CS website related to general career choice: just under two thirds used the CS website to explore which careers might suit them (64%) and a similar proportion used Careers Match for this purpose (63%). Just over a half made use of it to help them assess their strengths and weaknesses (51%) and just under a half accessed it to help them make a career decision (47%). None of the variation by gender was statistically significant.

Table 23: If used the Careers Scotland website

Did you use it to ...	All %	Male %	Female %
... find out what career might suit you?	64	69	60
... use Careers Match (answering questions about your ideas and interests then getting a list of careers suitable for you)?	63	59	70
... help you think about your strengths and weaknesses?	51	42	60
... help you to make a career decision?	47	44	51
... find out what jobs are available at the moment using the link to JobCentrePlus?	33	35	33
... find out which jobs were going to be needed in the future?	34	28	41
... get more information on different industries?	39	42	38
... find out how to apply for jobs or courses?	46	41	53
... use CVBuilder to help you write your own CV?	37	38	36
... find out information on courses at college or university?	42	35	51
... something else?	10	15	5

The only difference in usage of the website according to pupils' attainment is that a higher proportion of those in the highest attainment group reported that they used Careers Match

(78%). In relation to the three schools, pupils at school 2 were less likely to use Careers Match (47%). The one item that stands out in terms of ethnicity is use of the website to help in career decision-making: 76% of pupils from the ethnic minority group category said that they had used the website to help them in this way compared with 38% of pupils in the white British category.

There was some variation in relation to parents' educational level (as measured by their participation in FE or HE). A higher proportion of pupils whose father had been to FE or HE had used the website to find out what career might suit them and had also used Careers Match compared to those whose fathers had not done so (79% vs 58% and 79% vs 55% respectively). Pupils whose mothers had had FE or HE were more likely to respond that they had used the website to find out information about college or university (52% vs 34%).

Pupils with a low score on the measure of enterprising attitudes were less likely to use the website to help them think about their strengths and weaknesses (22% compared with 57% mid score and 58% high score).

Introduction to the PlanItPlus website

The PlanItPlus website is another careers website available to pupils. Our early discussions with key informants identified that this website was regularly used by young people and their advisers and we thought that data on pupils' use of it would provide useful additional information on pupils' use of career related websites and inform the topic of this research, that is, careers self help.

A majority of pupils reported that they had been shown the PlanItPlus website at school (61%) and over a half said that they had been given an explanation on how to use it (55%). Thus more pupils had had an introduction to PlanItPlus than the Careers Scotland website. As in relation to the CS website, there was variation across schools in the proportion of pupils who had been introduced to PlanItPlus: pupils in school 2 were least likely to have had an introduction.

Table 24: Whether had the PlanItPlus website shown or explained to them

During your time at school ...	yes %	no %	not sure %	(n)
... was the PP website shown to you?	61	34	5	(241)
... were you given an explanation on how to use it?	55	39	9	(236)

Table 25: Whether had PlanItPlus website shown or explained to them by school

During your time at school ...	School 1 %	School 2 %	School 3 %
Yes, the PP website was shown	74	37	76
Yes, given an explanation on how to use it	64	27	71
(n)	(74)	(89)	(78)

Other significant differences related to:

- **gender:** a higher proportion of girls reported being shown PlanItPlus;
- **attainment:** high attainers were most likely to have been shown PlanItPlus;
- **parental experience of FE/HE:** a higher proportion of pupils whose mother and/or father had experience of FE/HE were shown PlanItPlus;
- **who pupils lived with:** a smaller proportion of pupils who lived with a lone parent had been shown PlanItPlus;
- **pupils' post -school plans:** those intending to go to university were more likely to have been shown it.

Table 26: Whether had the PlanItPlus website shown or explained to them by gender

	yes %	no %	not sure %	(n)
During your time at school ...				
... was the PP website shown to you?				
boys	54	40	6	(120)
girls	68	28	3	(120)
Yes, given an explanation on how to use it	ns	ns	ns	

Table 27: Whether had the PlanItPlus website shown or explained to them by SG attainment

	Low attainers %	Mid attainers %	High attainers %
During your time at school ...			
Yes, the PP website was shown	45	55	72
(n)	(38)	(80)	(118)
Yes, given an explanation on how to use it	ns	ns	ns

Table 28: Whether had the PlanItPlus website shown or explained to them by parents' experience of FE/HE

	Father FE/HE %	Father no FE/HE %	Mother FE/HE %	Mother no FE/HE %
During your time at school ...				
Yes, the PP website was shown	72	55	71	53
Yes, given an explanation on how to use it	ns	ns	ns	

Table 29: Whether had the PlanItPlus website shown or explained to them by pupils' living arrangements

	Mother and father %	Parents and step parent %	Lone parent %
During your time at school ...			
Yes, the PP website was shown	65	68	46
Yes, given an explanation on how to use it	ns	ns	ns

Table 30: Whether had the PlanItPlus website shown or explained to them by pupils' post school plans

During your time at school ...	college %	uni %	Lab mkt %	Other %	D/k %
Yes, the PP website was shown	53	72	46	57	56
Yes, given an explanation on how to use it	ns	ns	ns	ns	ns

Those pupils who had been introduced to PlanItPlus were most likely to report that this had been via a guidance or pastoral care teacher or another teacher (59% and 59%).. Just over a quarter had been shown the website by a careers advisor (28%). These figures are similar to the data on the people who introduced pupils to the CS website. Also as with the CS website, pupils received an introduction to PlanItPlus from more than one source.

Table 31: If shown PlanItPlus website which people did so

Which of these people showed you the PlanItPlus website?	yes	no	not sure
Careers advisor	28	67	5
Guidance or pastoral care teacher	59	35	6
Other teacher(s)	59	37	5
Friends	10	87	3
N (133)			

Use of the PlanItPlus website

A majority of pupils had used the PlanItPlus website (61%) which contrasts with 36% who reported accessing the CS website. There was not a significant difference by gender.

Pupils in the low attaining group were least likely to report using the PlanItPlus website (43%). This variation by attainment contrasts with usage of the CS website - as noted above, we found no difference in use of the CS website according to pupils' attainment. Nevertheless, given the greater usage overall of the PlanItPlus website, it still means that a higher proportion of the low attaining group accessed it than used the CS website (CS: 33% vs PP:43%).

Usage of the PlanItPlus website was much lower in School 2 than the other two schools (Sch 2: 31% vs 75% Sch 1 and 80% Sch 3). The difference in usage across the schools is greater than in respect of the CS website.

Table 32: Whether used PlanItPlus website

	All %	Male %	Female %
Used PlanItPlus website	61	55	68
Not used PlanItPlus website	39	46	32
N	(249)	(123)	(126)

Table 33: Whether used PlanItPlus website by attainment

	Low attainers %	mid attainers %	High attainers %
Used PlanItPlus website	43	63	68
Not used PlanItPlus website	57	37	32
N	(42)	(84)	(119)

Table34: Whether used PlanItPlus website by school attended

	School 1 %	School 2 %	School 3 %
Used PlanItPlus website	75	31	80
Not used PlanItPlus website	25	66	20
N	(80)	(91)	(79)

Usage of the PlanItPlus website varied according to whether pupils' parents had been to FE or HE, this applied to both mothers and fathers: if pupils' parents had attended FE or HE, they were more likely to have made use of the PlanItPlus website (mother: 73% vs 53%; father 75% vs 55.% FE/HE vs no FE/HE). This was not the case in respect of the CS website.

Table 35: Whether used PlanItPlus website by attitude to school

	negative attitude %	mid %	positive attitude %
Used PP website	48	64	67
Not used PP website	52	36	33
N	(58)	(87)	(105)

Pupils' attitude to school was a source of variation in usage of PlanItPlus as it was for the Careers Scotland website. Pupils with a more negative attitude to school were less likely to use the PlanItPlus website which is what we found in relation to the Careers Scotland website.

Focusing on those pupils who made use of the PlanItPlus website.

Table 36: Pupils who had used the PlanItPlus website - location where did so

	All %	Male %	Female %
At school	95	95	95
At home	44	42	45
At careers center	5	6	4
N (152)			

We examined pupils' responses as to where they used PlanItPlus and found little variation in relation to the various factors of interest. The only significant difference related to truancy

and only in respect of use at home: a smaller proportion of pupils who had ever truanted had used PlanItPlus at home (33% vs 51%).

Use of the school careers library

Overall 44 % of pupils had used the school careers library. This did not vary by gender but did according to the school attend (school 1: 33%; school 2: 44% and school 3: 56%).

A higher proportion of pupils from a white British background made use of the school careers library: 61% vs 38%. Attitude to school was another source of variation: 28% of those who were least positive about school had used the careers library compared with 44% overall. We also found that pupils who had the lowest score on the measure of enterprising skills were less likely to use the library than their fellow pupils with higher enterprise scores (28% vs 44% overall).

In terms of the materials that pupils accessed in the library, information on colleges and universities appear to be the most used: 70% of those who used the school careers library reported that they had used such information once or more.

Table 37: Pupils who used the school career library: materials accessed

	Yes, once or more %	Yes, more than once %	No %	Not sure %
Handbooks with information on a range of careers	27	9	61	3
Information on a particular career	34	10	52	4
Information on college/universities (prospectuses)	57	13	26	2
Leaflets from Careers Scotland	43	12	44	2
Something else	14	5	73	8

Pupil comments

Some pupils took up the invitation on the last page of the questionnaire to make further comments. Those quoted below give a flavour of their responses:

'I think that reading leaflets and viewing the online resources are great! I feel that people need to start using these resourceful services to learn more. They are useful and accessible.'

'I think the sites are good as they help people like me who have no idea what they want to do when they leave school. They are very helpful.'

'Website is too boring and long, young people will get restless...like I did. Young people don't like reading it's not really their kind of thing.'

'The Careers Scotland is a good website but quite dull, it needs an activity or something similar to the PlanItPlus.'

'The websites, leaflets and so on are too boring'

For many the importance of personal contact was the most important.

'No one really uses the websites etc but I would [like] a career adviser to personally look at my marks in subjects and advise me what job I should take.'

'Careers people having more time with us and more information on part time jobs (etc) more ideas and help.'

Summary of characteristics of users and non-users of careers services

The final part of this section pulls together some of the figures above to describe those who were users of careers services at this stage (and, by implication, those who did not use services.

- girls were more likely to have contact with a careers adviser than were boys;
- pupils in School 3 reported more contact than in the other two schools;
- those intending to apply for university more commonly used services than those intending to enter FE or the labour market;
- the extent of pupils contact with a careers adviser varied by the level of parental education (a proxy for social class). Those whose mothers had not been to further or higher education were less likely to have had contact with a careers adviser;
- just over a third of pupils had used the CS website and 61% had accessed PlanItPlus. Their use of websites varied somewhat according to ethnicity and MCMC status. Firstly, those with more negative attitudes to school and/or truants made less use of websites (MCMC proxy measure); secondly minority ethnic pupils used career websites more to help with career decision-making than did majority ethnic pupils;
- whether pupils had used the careers library or not varied by a number of factors. Users more commonly were: white British; with a positive attitude to school; and rating themselves more highly in enterprise skills and attitudes.

Section 6: Contact with Careers Scotland and use of services (Second Questionnaire)

After completing the first questionnaire, pupils were asked to make use of the various self help services. In this section we consider the extent to which they did so in the three week period before the administration of the second questionnaire.

All analyses are based on those pupils who completed both questionnaires: a total of 182. This compares to a total of 250 who filled out the first questionnaire. With a less tight timescale for the research it would have been possible to boost the number of respondents to the second questionnaire. We would have wished to follow up the pupils who had filled out the first questionnaire but who were absent from school when it was administered for the second time but this was not possible due to time constraints.

As before, all analyses examine the extent to which pupils' experience of careers advice and guidance differs according to the various factor of interest, ie by:

- gender;
- attainment levels;
- ethnicity;
- school attended;
- mother's and father's level of education;
- living arrangements;
- when they planned to leave school;
- planned post school destination;
- extent of careers focus;
- attitude to school;
- truancy;
- how enterprising they assessed themselves to be;
- level of self-efficacy (also self assessed).

We only comment where the differences reach statistical significance but it should be remembered that we have considered *all* the above factors in *every* analysis.

Use of careers provision since the first questionnaire

Contact with a Careers Advisor

Pupils were asked about their contacts with a Careers Advisor in the preceding three weeks.

Table 38: Contacts with Careers Advisor in the last three weeks

Have you had any of these contacts with a Careers Advisor while at school? Have you ...	Yes %	No %	(n)
...met by appointment with the school Careers Advisor on your own to discuss your future?	20	80	(182)
...called in to ask questions of the school Careers Advisor at a 'drop-in' session in the school?	12	88	(182)
... listened in the school to a group talk from the school Careers Advisor about your choices in the future?	35	65	(182)

We found only limited variation in pupils' contact with a careers advisor in the three weeks since the first questionnaire. A higher proportion of pupils from the minority ethnic group reported having had an interview with a careers advisor than did those from the white British category (32% vs 17%). Perhaps unsurprisingly, pupils planning to leave at the end of S4 or winter S5 were more likely to have had an interview than pupils staying on to S5/S6 (44% vs 18%).

In terms of the use of drop-in provision, ethnicity was a source of variation: 22% of those from minority ethnic backgrounds reported making use of this facility compared with 9% of white British pupils. Those who were in the middle group in relation to having a positive attitude to school were more likely to go to a drop in session than those who were more negative and also those more positive about school (22% vs 8% and 7% respectively). Similarly, a higher proportion of pupils in the mid attainment group used drop in provision than did the low and high attainers (20 vs 13% and 7% respectively).

A higher proportion of girls reported having attended a group talk by a careers advisor in the past three weeks than did boys (46% vs 26%). There are some difficulties in interpreting this, as some talks would be compulsory (for example a reminder session about the role of Careers Scotland) while others were voluntary (for those wanting to find out more about specific vacancies with companies, for example). Once again there was some variation by pupils' ethnicity: 52% of pupils from minority ethnic groups had been at a group talk compared with 31% of pupils from a white British background.

Use of careers library

Just under a fifth of pupils had made use of the careers library in the period between the two questionnaires. We examined whether use of the careers library varied across pupils in relation to the range of factors noted above but the only differences related to parental education and attitude to school.

Table 39: use of careers library in the last three weeks

In the last three week have you used the leaflets and books in the school careers library	All %	Male %	Female %
	19	16	23
N	(182)	(93)	(88)

Pupils whose mother had no experience of further or higher education were more likely to use the careers library than their classmates whose mother had (26% vs 12%). The same pattern is evident in respect of pupils' father's experience of further/higher education: 25% of those whose father had not been to FE/HE consulted the careers library compared with 8% of those with a father who had had further or higher education. It may be that these pupils think that their parent(s) are less able to help them decide about further and higher education since they lack personal knowledge and information on this aspect of careers – this is hinted at by the results to another question about discussions with family that we report below.

In relation to pupils' attitude to school, it was those who were in the middle group who were most likely to report using the careers library compared with those who had the least positive attitude and also those who were most positive in their attitude to school (33% vs 8% least positive and 15% most positive).

Those who did use the careers library did so to access information not only on a particular career but also to consult handbooks on a range of careers. They consulted prospectuses and also leaflets from Careers Scotland. Basically, if pupils used the careers library they accessed information from all the sources available.

What other career interventions had happened in the three week period?

A key element of this research has been to look for evidence of impact on pupils that might be attributable to the use of self-help services. However, it was highly likely that other career-related activities would have been happening, therefore it was important to identify these so that other career interventions with pupils could be taken into account in the analysis of impact.

Pupils were asked about other career related activities over the previous three weeks: these included attendance at careers or jobs fairs or conventions and discussion of their careers ideas with a teacher in school or with their family.

Table 40: Other career related activities in the last three weeks

In the last three weeks have you done any of the following....	All %	Male %	Female %
...gone to a careers or jobs fair or convention?	10	10	10
...spoken to a teacher in school about your career ideas?	31	24	38
...discussed your career ideas at home with your family	64	57	72
N	(182)	(93)	(88)

Nearly two thirds of pupils had discussed their careers ideas with their family in the previous three weeks (64%). Around a third had spoken to a teacher (31%) while a small proportion had been to a careers fair or convention (10%).

The profile of the small minority who had been to a careers fair or convention emerges quite clearly, They are early leavers, those with a clear career focus and those intending to go on to further education. 44% of those planning to leave in S4/winter S5 went to a fair or convention compared with 7% of their classmates intending to stay on beyond this point. 17% of pupils

with a *definite career idea* did so vs 6% who had *various career ideas but had not made up their minds*. It is important to note that two of our three schools were in areas which had run particular events publicising college and labour market opportunities over this three week period (attendance targeted at early leavers) and this is reflected in the data. No one who stated that they *had no idea of what they wanted to do* reported going to a fair or convention. 23% of those who intended going to college after leaving school had attended a fair or convention, a higher proportion than pupils contemplating any other post school destination.

Girls were more likely to report that they had spoken to a teacher about their career ideas than were boys (38% vs 24%). A higher proportion of those intending to leave school at the earliest opportunity had discussed their ideas with a teacher than those planning to continue at school (63% vs 28%). Other than this, there were no other significant differences in the extent to which pupils had spoken to a teacher about career matters.

There was somewhat more variation in respect of pupils discussing their career ideas at home with their family. Differences were evident in relation to:

- gender: a higher proportion of girls did so (72% vs 57%);
- father's experience of FE/HE: 73% whose father had been to FE/HE discussed their ideas with family compared with 60% whose father had no experience of FE/HE;
- intended leaving date: a higher proportion of early leavers discussed their ideas at home than others planning to stay on at school (88% vs 63%);
- post school plans: those aiming to go to college were more likely to have talked about their ideas with their family than all other pupils, especially those planning to enter the labour market directly (77 vs 55%);
- attitude to school: pupils with the least positive attitude to school were least likely to talk about their career ideas with their family (47%). This compared with 75% of those who were fairly positive about school and 65% of the most positive group.

Use of Careers Scotland website

As we have noted, pupils were prompted to use Careers Scotland self help provision including the website in the three weeks between completing the first and second questionnaires. By the time of the second questionnaire a third had done so (33%). Given that they had been encouraged to use the website over this period, it might have been expected that more of them would have done so.

A higher proportion of girls than boys had accessed the CS website (40% vs 26%) and there was variation across the school with the highest usage in school 1 (49% vs 25% and 25% schools 2 and 3). The significantly higher figure for school 1 relates to the fact that immediately prior to the administration of the second questionnaire a number of PSE classes in School 1 were required to access the Careers Scotland website as part of their lesson. The only other factor that proved significant was mother's experience of FE/HE. A higher proportion of pupils whose mother had no experience of further or higher education used the website than their classmates with mothers who had attended further or higher education (41% vs 24%).

Table 41: Whether used Careers Scotland website in the last three weeks

	All %	Male %	Female %
Used CS website	33	26	40
Not used CS website	67	74	60
N	(182)	(93)	(88)

Table 42: Whether used Careers Scotland website by school attended

	School 1 %	School 2 %	School 3 %
Used CS website	49	25	25
Not used CS website	51	75	75
N	(61)	(63)	(58)

Table 43: Whether used Careers Scotland website in last three weeks by mother's experience of FE/HE

	Mother FE/HE %	Mother no FE/HE %
Used CS website	24	41
Not used CS website	76	59
N	(87)	(95)

We examined whether the pupils who reported using the Careers Scotland website in the previous three weeks were doing so for the first time and found that this was the case for well over a half of them (58%).

Considering those pupils who had used the website in the preceding three weeks, their use of it was similar to that reported in the first questionnaire. There were only a few differences by gender: a higher proportion of girls reported using the website to find out what careers might suit them (77% vs 54%). Girls were less likely to access the website for information on different industries. Considering the various factors of interest few were significant, in part because of small cell sizes but several differences with respect to pupils' ethnic background and their use of the CS web were evident.

A higher proportion of pupils from a minority ethnic background reported using the Careers Match facility of the CS website in the last three weeks than pupils from the white British group (80% vs 40%). A similar contrast was evident in use of the website to help in making career decisions (80% vs 40%) and to find out which jobs would be needed in the future (80% vs 32%).

Of those who had used the CS website since completing the first questionnaire, 62% had done so at school and the same proportion had accessed it from home. 13% had used it at a careers centre. There was some overlap, for example, 23% had made use of the website at both school and home.

Table 44: If used the Careers Scotland website in the last three weeks

Did you use it to ...	All %	Male %	Female %
... find out what career might suit you?	68	54	77
... use Careers Match (answering questions about your ideas and interests then getting a list of careers suitable for you)?	55	54	57
... help you think about your strengths and weaknesses?	50	58	43
... help you to make a career decision?	47	50	44
... find out what jobs are available at the moment using the link to JobCentrePlus?	37	42	31
... find out what jobs are going to be needed in the future	40	54	31
... get more information on different industries?	32	42	23
... find out how to apply for jobs or courses?	43	42	43
... use CVBuilder to help you write your own CV?	42	46	40
... find out information on courses at college or university?	50	46	51
... something else?	5	13	-
N	(60)	(24)	(35)

Opinion of the Careers Scotland website

Pupils were asked to give their opinion of the Careers Scotland and in this analysis we include all those who said that they had accessed the website at any time, not only in the last three weeks.

Overall, pupils who had used the Careers Scotland website were positive about it: most thought it easy to get into (81%) and to find their way through (77%). This is in contrast to the views of careers advisers and most teachers (who had used it) in this study. A large majority of those who had used the website judged it useful for getting careers information (80%) and careers advice (75%). They were less positive about its appearance with just under a half assessing it as attractive to look at (43%). Opinion was divided about its suitability for young people rather than an adult audience, almost half of pupils who had used the Careers Scotland site thought it more suitable for adults (49%). Most responded that they thought it worth recommending to friends (74%). Nevertheless, in response to a subsequent question most also stated that they were unlikely to use the website again (73%). This may appear a somewhat contradictory response: as an S4 group, the majority of whom intend to stay on at school, it might be assumed that they would still expect to research and consider their developing career ideas. However, it may be that they did not plan to do so using the website. This is suggested by the evidence from discussions with careers advisers and teachers who noted that pupils are more inclined to build on what they have learned from the website in face-to-face discussion rather than going back to the website again.

Table 45: Opinion of the Careers Scotland website (all pupils who ever used it)

The Careers Scotland website is...	agree//strongly agree %	disagree/strongly disagree %	Not sure %
... ..easy to get into?	81	7	12
... easy to find your way through	77	11	12
... difficult to understand	17	69	14
... more suitable for adults than young people?	49	32	19
...attractive to look at?	43	35	22
...useful for getting careers information	80	8	12
... useful for getting careers advice when you are not sure?	75	12	13
... is worth recommending to friends?	74	10	16
N = 99			

Table 46: If ever used the Careers Scotland website whether would use it again

	All %	Male %	Female %
Likely/very likely	27	29	26
Unlikely/very unlikely	73	71	75
N	(93)	(41)	(51)

There were several differences in opinion in respect of truancy: pupils who had truanted were more likely to think that the website was difficult to understand than pupils who had not; those in the group who had truanted were less likely to agree that it was useful for getting careers information (69% vs 87%) and similarly, a smaller proportion of them thought that the website was useful in respect of getting careers advice (62% vs 82%).

Low attaining pupils (as measured by their level of SG study) were least likely to agree that it was easy to find their way through the website: 60% vs 71% mid attainers and 90% high attainers). Parental education level was another source of variation in responses: a lower proportion of pupils whose mother and/or father had no experience of further or higher education expected to make use of the website again (19% vs 39%).

A lower proportion of pupils from the minority ethnic group category responded that they were likely to use the Careers Scotland website again (11% vs 31% white British). Pupils planning to leave school at the earliest opportunity (S4/winter S5) did not expect to access the website again – none of them did so compared to 31% of other pupils. Evidence from the studies of the schools suggests that information on immediate or imminent vacancies in college or the labour market were being provided directly by careers advisers or through teachers to early leavers: perhaps they saw no other need for the development of ongoing career management skills and review as they approached the transition. The same evidence also indicated a low turnout/follow-through of vacancy information by school pupils, raising questions about motivation, ‘stickability’ and pro-activity in career planning in the pupils: this might well be reflected in a reluctance to use self-help services such as websites in the future.

Use of PlanItPlus website

In the three week period between the administration of the questionnaires, 45% of pupils had accessed the PlanItPlus website, this is a higher figure than that for use of the Careers Scotland website over this time. Girls were more likely than boys to have done so (53% vs 37%) as was the case in respect of the Careers Scotland website.

Table 47: Whether used the PlanItPlus website in the last three weeks

	All %	Male %	Female %
Used PlanItPlus website	45	37	53
Not used PlanItPlus website	55	63	47
N	(182)	(93)	(88)

Variation was also evident across the schools with school 1 having the highest proportion of pupils accessing PlanItPlus in the three week period (74% vs 37% school 2 and 24% school 3). It is notable that this is a higher figure for the numbers who accessed the CS website in school 1. School 1 is the school where pupils were prompted to use the Careers Scotland website in PSE immediately prior to the administration of the second questionnaire; however, we are not clear to what extent pupils were left an open choice about which website to use in this PSE session, but it is interesting that PlanItPlus was more used over this period rather than the Careers Scotland website.

Pupils who reported truanting at some point in S4 were less likely to have accessed PlanItPlus in the previous three weeks (37% vs 51%)

Section 7: Measuring the impact of self-help services

The central question that this research addresses is the extent to which the use of self-help tools promotes young people's career self-management skills and decision-making. As we explained in section 2 we approached this by administering a questionnaire to school pupils which assessed (among other things) their career self management skills; following this pupils were asked to use the Careers Scotland website and school library over the next three weeks. At the end of these three weeks, the same pupils completed a second questionnaire which again assessed their career self management skills and asked about their use of self help service and other careers related activities and inputs over the three weeks.

We have used statistical modelling as a way to assess the impact of self-help services on pupils' career self-management skills. This technique enables us to take account of pupils' prior level of self management skills and then to assess the impact of any activity or input they had experienced in the intervening period between the two questionnaires while also controlling for other factors that might impact on pupils' career self management skills.

As we have already described, some pupils had made use of career self-help provision in the three weeks between completing the first and second questionnaires but others had not: this provides the basis for comparing the impact of different self help provision; other information enables us to consider this in a wider context.

We constructed five questions to assess different aspects of pupils' career self - management skills and decision-making. These were drawn from Careers Scotland's SING tools (strategies for identifying needs in guidance) which in turn were developed from a number of sources including the learning outcomes of the National Framework for Career Education in Scotland (LTS, 2001) and from earlier work based on a number of NFER's studies.

Awareness of strengths, weaknesses and values

At the moment, how much do you ...

(put a cross in one box on each line)

	a lot	quite a lot	not very much	nothing
... know what you are good at in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know what you are good at out of school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know what you are not so good at in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know what you are not so good at out of school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know what is important to you in choosing a good job or a course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know how you want to live your life in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Opportunity awareness

At the moment, how much do you ...

(put a cross in one box on each line)

	a lot	quite a lot	not very much	nothing
... know about the range of courses at college?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know about the range of courses at university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know about local job opportunities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know about job opportunities around the country?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know about training available locally?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... understand the sorts of jobs likely to be available in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... understand the sorts of skills and qualifications that people will need in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know what would be involved in starting and running your own business?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Career planning readiness

At the moment, how much do you...

(put a cross in one box on each line)

	a lot	quite a lot	not very much	nothing
... know what information and advice you need to help you make a decision about jobs or courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... feel ready to make a plan for the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... feel clear about your next steps in taking your career forward?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... feel confident your career plan will work out?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know the sorts of jobs or courses that might suit you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know the kinds of skills and attitudes employers are looking for?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Support and advice awareness

At the moment, how much do you...

(put a cross in one box on each line)

	a lot	quite a lot	not very much	nothing
... know what Careers Scotland can do to help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know how to get information about what jobs or courses involve?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know how to find out which jobs and training places are available to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know what you need to get into the education, training or job you're interested in?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... feel confident you have talked your career ideas over with enough people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... feel the people you have talked to about your career ideas have given you good advice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know who to talk to if your career plans don't work out?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Application skills and knowledge

At the moment, how much do you...
(put a cross in one box on each line)

	a lot	quite a lot	not very much	nothing
... know how to prepare for an interview for a job or course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know how to cope with an interview for a job or course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know how to complete an application form, CV or letter for a job or course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know how to phone up about a job or course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... could describe your skills to someone you don't know very well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We summarise these different aspects as:

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

To make it possible to assess the impact of the use of self-help services on these aspects, we had to create a single measure for each of them. We did so by constructing an overall score for their responses to each of the five questions. In each question, a responses of 'a lot' to the various items were given a score of 4, 'quite a lot' was given 3; 'not very much' was scored 2; and 'never' was given 1 and then added up to produce an overall score.

Was there any change over the period?

The first task was to assess whether pupils' career management skills had changed at all over the three weeks between the first and second questionnaires especially in the light of our concerns about the time scale of the research. We compared the average scores on each of the five aspects of career management skills as measured in the first questionnaire with the average scores from the second questionnaire. We found that pupils' mean score had increased slightly over the time period in respect of four of the five aspects. The changes are very modest but at least a degree of change (albeit limited) is evident and this enables us to at least begin to examine the key question of the impact of self- help services. Achieving change in people's career self management is difficult to achieve and also difficult to assess so a small change is better than might have been expected. The aspect of career self-management that showed virtually no change was 'awareness of strengths, weaknesses and values'. A regression model confirmed this lack of change and so we omitted this aspect from subsequent analysis.

Table 48: Career management skills scores at 1st and 2nd time points (mean score)

Career self management skills	Mean score in 1st questionnaire	Mean score in 2nd questionnaire
Awareness of strengths, weaknesses and values	18.77	18.99
Opportunity awareness	18.99	19.73
Career planning readiness	16.79	17.09
Support and advice awareness	16.78	18.00
Application skills and knowledge	13.70	15.03

Modelling career management skills

We modelled each of the remaining four aspects of career self-management separately using a linear multiple regression. We carried out the analyses in a series of steps or models to enable us to examine the effect of introducing each new factor. All the factors that proved significant in the prior model were carried forward to the next step while the non-significant factors were generally omitted from the next stage of the process.

We present both the initial models which focus on the impact of self help on the different aspects of pupils' career self management as well as the final models that contain all the factors that had proved significant in the earlier models with the addition of the final set of explanatory factors. The initial models use the definition of self help service described in Section 2 of the report ie the Careers Scotland's website (used at home, school or Careers Scotland Centre) and school library materials; to this we added the PlanItPlus website given the extent to which pupils used it. Such a small number of pupils had consulted leaflets and guides in the Careers Scotland Centre that this could not be included in the analysis.

In summary, the factors included in all modelling were:

- score in the relevant career self-management skill in first questionnaire;
- if used Careers Scotland website in the three weeks since completing the first questionnaire;
- if used the PlanItPlus website in the past three weeks;
- if used the school careers library in the past three weeks;
- if gone to a careers convention or jobs fair in the past three weeks;
- if spoken to a teacher at school about their career ideas in the past three weeks;
- if discussed their careers ideas at home with family in the past three weeks;
- if had had a group talk from the school careers advisor in the past three weeks;
- if had asked careers advisor questions at a drop-in session at school in the past three weeks;
- if had had an interview with the school careers advisor in the past three weeks;
- extent of careers focus;
- intended school leaving stage;
- planned post school destination;

- gender;
- expected attainment levels (as measured by level of Standard Grades being taken);
- ethnicity;
- school attended;
- mother's and father's level of education;
- living arrangements;
- how enterprising they assessed themselves to be;
- level of self-efficacy (also self assessed);
- truancy;
- attitudes to school - pupils' response to the following statements:
 - school is helping to give me confidence to make decisions;
 - school is a waste of time;
 - school is doing very little to prepare me for life after school;
 - school work is worth doing;
 - my friends take school seriously.

Opportunity awareness – what makes a difference?

The first set of models examined pupils' level of opportunity awareness as assessed in the second questionnaire. As expected, pupils' prior level of opportunity awareness was highly significant in predicting the extent of their opportunity awareness at T2. We then added in turn the components of self- help services. Use (or not) of the Careers Scotland website proved not to be significant - using the website did not have a significant impact on pupils' opportunity awareness score. The same was true in respect of the PlanItPlus website – using this also made no difference to pupils' levels of opportunity awareness. Other factors that were not significant were: whether or not pupils used the school careers library; had had a group talk from the school careers advisor; and had made use of a drop in session. What did make a difference was whether or not pupils had had an interview with the school Careers Advisor in the three week period: doing so had a positive impact on pupils' opportunity awareness compared to other pupils who had not been interviewed by the careers advisor.

We then added each of the factors listed above into the model to assess their effect. Three remained significant once other factors were controlled for: family living arrangements, pupils' enterprising attitudes and whether they felt school was giving them the confidence to make decisions. Pupils who lived with a parent and step-parent had a lower score on opportunity awareness at T2 than their peers who stayed with their mother and father after taking into account all the other factors in the model including their opportunity awareness at T1 and use of self help services. Pupils' score on opportunity awareness at T2 increased in line with their score on the enterprising attitudes measure, controlling for all other factors. Pupils who were more positive that their school was helping to give them the confidence to make decisions scored more highly on the opportunity awareness measure than did pupils who were negative about this. It is notable that throughout the modelling process as all other

factors were added, an interview with the careers advisor remained a positive factor in respect of pupils' opportunity awareness.

Table 49: Factors that impact on pupils' opportunity awareness (linear regression)

	Initial model				Final model			
	Unstandardized Coefficients		Standardized Coefficients (effect size)		Unstandardized Coefficients		Standardized Coefficients (effect size)	
	B	Std. Error	Beta	Sig	B	Std. Error	Beta	Sig
Awareness at T1 (zscore, ref=mean))	.127	.011	.636	.000	.118	.012	.595	.000
CS web in last 3 wks (ref: not used)								
Used CS web	.088	.138	.042	.526	-	-	-	-*
PlanItPlus in last 3 wks (ref: not used)								
Used PlanItPlus	.055	.131	.028	.672	-	-	-	-*
School careers lib in last 3 wks (ref: not used)								
Used lib	.130	.151	.053	.388	-	-	-	-*
Interview with careers adviser in last 3 wks (ref: no int)								
Had interview					.304	.134	.127	.025
Enterprising attitudes (zscore, ref=mean)					.124	.058	.128	.035
If school gives confidence to make decisions (ref not give confidence)								
School give me confidence					.325	.147	.139	.028
If school is a waste of time (ref is waste of time)								
School is not waste of time					.093	.190	.033	.624
If school prepare for life after (ref: not preparing me)								
School is preparing me for life after					-.157	.121	-.079	.195
If school work worth doing (ref: not worth doing)								
School work is worth doing					-.201	.205	-.067	.327
If friends take school seriously (ref: not take school seriously)								
Friends take school seriously					.049	.125	.023	.699
Constant	-2.454	.225			-2.349	.272		

* omitted after the initial models as non significant

Career planning readiness – what makes a difference?

With the second of the four remaining measures of career management the same procedure was followed as outlined above: pupils' level of career planning readiness at T2 was examined taking into account their readiness at T1 and whether use of self help services had any impact. Again we found that pupils' score from the first questionnaire was highly significant in predicting their score at T2. It was also apparent that whether or not pupils had accessed the Careers Scotland website in the intervening three weeks had no impact on their career planning readiness. Nor did use of the PlanItPlus website. We added each factor in turn to the model retaining only those that proved significant in the subsequent modelling process. In the final model two factors proved significant in predicting the level of pupils' career planning readiness at T2: Pupils planning to leave school at the end of S4/winter S5 had higher career planning readiness scores than those intending to stay on. After taking all other factors into account, pupils in the low attainment group had higher career planning readiness than those in the highest attainment group. As before, a higher enterprise score went along with a higher score on the career management measure, in this case, the aspect of career planning readiness holding all other factors constant.

Several other factors had emerged as significant during the modelling process and in the final model were still near the .05 statistical significance level¹. Having had a group talk from the school careers advisor in the previous three weeks had been significant when it was first introduced into the model, as other variables were controlled for its significance reduced but in the final model it was still close to the 0.5 level. This suggests that pupils who had attended a group talk on future choices given by the school careers advisor in the previous three weeks were more likely to have a lower career readiness score than pupils who had not been to a talk. Challenging pupils' assumptions or complacency is a critical element of the career guidance process and so, at certain stages, increased uncertainty on the part of pupils can be seen as a positive outcome of a guidance intervention.

The model also suggests that girls are more likely to have higher career planning readiness scores than boys, all other things being equal. There was one aspect of pupils' attitude to school that was almost at the 0.05 level of significance- that is whether or not they thought that school is a waste of time. Pupils who were more positive about school compared to those who thought it a waste of time, had higher career planning readiness scores.

¹ By convention a cut off point of .05 is used in reporting statistically significant findings in social science research.

Table 50: Factors that impact on pupils' career planning readiness (linear regression)

	Initial model				Final model			
	Unstandardized Coefficients		Standardized Coefficients (effect size)		Unstandardized Coefficients		Standardized Coefficients (effect size)	
	B	Std. Error	Beta	Sig	B	Std. Error	Beta	Sig
Awareness at T1 ((zscore, ref=mean))	.552	.060	.569	.000	.510	.069	.524	.000
CS web in last 3 wks (ref: not used)								
Used CS web	.044	.146	.022	.761	-	-	-	-*
PlanItPlus in last 3 wks (ref: not used)								
Used PlanItPlus	-.050	.139	-.026	.717	-	-	-	-*
School careers lib in last 3 wks (ref: not used)								
Used lib	.289	.158	.118	.069	.231	.145	.098	.113
Group talk from school careers advisor in last 3 wks (ref: no talk)								
Had group talk					-.230	.122	-.117	.062
Leaving date (ref: S5/S6)								
S4/winter S5					-.230	.122	-.117	.062
Gender (ref: male)								
Female					.213	.121	.113	.079
Attainment (ref: high)								
Low					.446	.173	.171	.011
Mid					.059	.130	.029	.653
Enterprising attitudes (zscore, ref=mean)					.196	.070	.195	.006
If school gives confidence to make decisions (ref not give confidence)								
School give me confidence					-.052	.159	-.022	.745
If school is a waste of time (ref is waste of time)								
School is not waste of time					.416	.215	.150	.056
If school prepare for life after (ref: not preparing me)								
School work is worth doing					-.314	.223	-.107	.160
If friends take school seriously (ref: not take school seriously)								
Friends take school seriously					.091	.136	.043	.505
Constant								
					-.720	.288		

* omitted after the initial modes as non significant

Support and advice awareness – what makes a difference?

Support and advice awareness is one aspect of career self-management skills where use of self help provision appeared to have more of an impact in the initial stages of the analysis. The initial model shows that compared with pupils who had not accessed the PlanItPlus website, those who had done so scored more highly in terms of support and advice awareness

– this just about reaches statistical significance. But use of the Careers Scotland website had no effect. Consulting materials in the school careers library is another element of self-help services that almost reaches a significant level in relation to having a positive impact on support and advice awareness at this stage of the analysis.

The final model shows the position when all the factors are taken into account. After controlling for the range of variables, the use of PlanItPlus compared to not using it remains significant. Pupils who had discussed their career ideas with a teacher in the three weeks between questionnaires had a higher score on support and advice awareness taking account of all other factors. None of the careers advisor inputs were found to be significant.

Pupils’ level of enterprising skills and behaviour is positively associated with higher support and advice awareness, mirroring the findings in respect of the previous aspects of career self management we have examined. But in this case, we also found a link between pupils’ score on the self- efficacy measure and their support and advice awareness: a higher self efficacy went in line with a higher score on support and advice awareness.

All other factors taken into account, low attaining pupils scored less well in respect of support and advice awareness than did both mid and high attaining pupils. The model also shows that pupils whose mother had been to further or higher education had higher scores than did pupils whose mothers had no experience of post school education.

One of the school attitude items also had an effect on pupils’ level of support and advice awareness. Pupils who thought that school was helping to give them confidence to make decisions were more likely to have higher scores than others who more negative about school in this respect.

Table 51: Factors that impact on pupils’ support and advice awareness (linear regression)

	Initial model				Final model			
	Unstandardized Coefficients		Standardized Coefficients (effect size)		Unstandardized Coefficients		Standardized Coefficients (effect size)	
	B	Std. Error	Beta	Sig	B	Std. Error	Beta	Sig
Awareness at T1 ((zscore, ref=mean))	.411	.074	.426	.000	.411	.074	.426	.000
CS web in last 3 wks (ref: not used)								
Used CS web	.149	.154	.072	.337	-	-	-	.*
PlanItPlus in last 3 wks (ref: not used)								
Used PlanItPlus	.286	.147	.147	.053	.273	.131	.143	.039
School careers lib in last 3 wks (ref :not used)								
Used lib	.299	.167	.122	.075	.174	.167	.073	.299
Spoken to teacher about career ideas in last 3 wks (ref not spoken)								
Spoken to teacher					.307	.138	.150	.027
Attainment (ref: others)								
Low					.465	.244	.127	.058

	Initial model				Final model			
	Unstandardized Coefficients		Standardized Coefficients (effect size)		Unstandardized Coefficients		Standardized Coefficients (effect size)	
	B	Std. Error	Beta	Sig	B	Std. Error	Beta	Sig
Mother's education (ref: no FE/HE)								
Mother been to FE/HE					-.268	.125	-.141	.034
Enterprising attitudes (zscore, ref=mean)					-.166	.067	-.175	.014
Self-efficacy (zscore, ref=mean)					-.166	.067	-.175	.014
If school gives confidence to make decisions (ref not give confidence)								
School give me confidence					.313	.162	.136	.055
If school is a waste of time (ref is waste of time)								
School is not waste of time					.094	.216	.034	.665
If school prepare for life after (ref: not preparing me)								
School is preparing ne for life after					-.136	.137	-.070	.321
If school work worth doing (ref: not worth doing)								
School work is worth doing					.057	.233	.019	.806
If friends take school seriously (ref: not take school seriously)								
Friends take school seriously					.085	.143	.041	.554
Constant	-.239	.087		.007	-.492	.217		.024

* omitted after the initial models as non significant

Application skills and knowledge – what makes a difference?

When we examined whether use of self help services had any impact on pupils' application skills and knowledge at T2 (controlling for their prior score on this measure) we found that pupils who had used the school careers library in the time between the two questionnaires scored more highly than those who had not consulted material in the library. Whether or not pupils had accessed the Careers Scotland website had no effect; neither did use of PlanItPlus. As before we added the other factors into the model in turn, omitting those that proved non-significant in the next step. The final model indicates that in addition to pupils' level of application skills and knowledge at T1, the other factors that had an impact on their awareness at T2 were: use of the school careers library in the intervening time and their level of enterprising skills and behaviours. Pupils who had consulted materials in the careers library in the previous three weeks had a higher score on the measure of application skills and knowledge than had those who had not done so. In line with the other analyses, a higher enterprising score went along with a higher application skills and knowledge score.

Table 52: Factors that impact on pupils' application skills and knowledge (linear regression)

	Initial model				Final model			
	Unstandardized Coefficients		Standardized Coefficients (effect size)		Unstandardized Coefficients		Standardized Coefficients (effect size)	
	B	Std. Error	Beta	Sig	B	Std. Error	Beta	Sig
Awareness at T1 ((zscore, ref=mean))	.459	.064	.469	.000	.369	.070	.381	.000
CS web in last 3 wks (ref: not used)								
Used CS web	.065	.157	.031	.681	-	-	-	*
PlanItPlus in last 3 wks (ref: not used)								
Used PlanItPlus	.221	.147	.113	.133	-	-	-	*
School careers lib in last 3 wks (ref: not used)								
Used lib	.366	.169	.148	.031	.352	.163	.147	.033
Discussed career ideas at home in last 3 wks (ref not discussed)								
Discussed ideas at home with family					.231	.143	.113	.109
Enterprising attitudes (zscore, ref=mean)					.234	.080	.229	.004
Self-efficacy (zscore, ref=mean)					.012	.074	.012	.870
Truant (ref truanted)								
Never truanted					.188	.137	.094	.171
If school gives confidence to make decisions (ref not give confidence)								
School give me confidence					-.101	.177	-.042	.569
If school is a waste of time (ref is waste of time)								
School is not waste of time					.254	.241	.090	.294
If school prepare for life after (ref: not preparing me)								
School is preparing me for life after					-.201	.146	-.101	.171
If school work worth doing (ref: not worth doing)								
School work is worth doing					-.055	.244	-.018	.823
If friends take school seriously (ref: not take school seriously)								
Friends take school seriously					.066	.149	.030	.660
Constant	-.195	.088		.028	-.272	.242		.263

* omitted after the initial models as non significant

Section 8: Taking action on careers

This section reports on the questions that we included in the second questionnaire for comparability with the Rocket Science element of the research. The questions deal firstly with the sources of information and guidance that pupils would be likely to go to for different purposes and, secondly, the factors that might encourage them to do more research and planning for their career and the barriers that prevent them from doing so. The analyses are based on those pupils who completed both questionnaires.

Where would pupils go to for help in deciding the right career?

Table 53 shows that pupils would be most likely to go to their family for help in deciding what would be the right career for them: two thirds of pupils stated that they would go to their family for information and advice about this (66%). Just under a half would use websites (49%). Class teachers, guidance teachers and friends had similar levels of response (37%, 39% and 36% respectively). A smaller proportion of pupils would go to Careers Scotland staff and they would be more likely to do so within school than outside of school (28% and 19%). The only difference in the responses of boys and girls is that a higher proportion of girls would consult their friends about the right career choice for them (44% vs 28%, Table 53).

Table 53: Sources of information and advice on *deciding on* the right career

Where are you most likely to go for information and advice to help you decide which career is right for you?	All %	Male %	Female %
Class teacher	37	32	41
Guidance/pastoral care teacher?	39	33	45
Leaflets/books?	22	18	26
Family?	66	66	66
Friends?	36	28	44*
Websites?	49	44	54
Careers Scotland staff – outside school?	19	15	22
Careers Scotland staff – inside school?	28	30	26
other	9	11	6
N	(175)	(88)	(86)

Further analyses revealed some variation in the sources of information and advice that different pupils would use to help them decide on the right career for them. We found variation in respect of:

- **attainment:** a smaller proportion of low attaining pupils would go to their family (41% vs 74% mid attainers and 69% high attainers). Those in the highest attainment group were least likely to access Careers Scotland staff outside of school (9% vs 33% mid attainers and 33% low attainers);
- **attitude to school:** pupils who were most negative about school were less likely to say they would go to a class teacher for help (20% vs 41% fairly positive and 41% most positive);

- **truancy:** a higher proportion of those who had truanted in S4 would go to their friends compared with the ‘never truanted’ group (51% vs 27%);
- **ethnicity:** pupils from minority groups were more likely to respond that they would go to Careers Scotland staff outside of school than did white British pupils (37% vs 16%);
- **leaving date:** early leavers would be more likely to consult Careers Scotland staff in school than those intending to continue at school;
- **post-school destination:** a smaller proportion of pupils intending to go on to further education stated that they would go to their family for advice on this (22% vs 66% all);
- **mother’s educational level:** pupils whose mother had attended further or higher education were more likely to respond that they would use websites than pupils whose mother had not done (56% vs 41%).

Where would pupils go to for information and advice on a career, jobs or courses?

Pupils’ responses to the question on where they would be most likely to go to research a career and find out information about jobs or courses varied in several respects from their answers about help in deciding about the right career. The main differences concerned the role of websites and of family. In relation to researching a career and information on jobs or courses, websites were the most popular (63%) and family came some way behind this with 42% stating that they would be likely to go to their family for help (table 54). This is the reverse of answers to the previous question. A smaller proportion mentioned friends (22%). Girls were more likely to state that they would go to a guidance/pastoral care teacher than were boys (38% vs 25%).

Table 54: Sources of information on a career, jobs or courses

Where are you most likely to go to research a career and find out information about jobs or courses?	All %	Male %	Female %
Class teacher	24	26	21
Guidance/pastoral care teacher?	32	25	38
Leaflets/books?	22	22	23
Family?	42	41	43
Friends?	22	18	27
Websites?	63	61	65
Careers Scotland staff – outside school?	15	16	14
Careers Scotland staff – inside school?	24	25	22
Other	5	8	1
N	(175)	(88)	(85)

Pupils’ responses differed according to:

- truancy: compared with those who had not truanted in S4, those who had were less likely to respond that they would go to a class teacher (18% vs 31%) and to make use of websites (70% vs 50%). A higher proportion of pupils who had truanted would go to friends (35% vs 16%) or to family (52% vs 36%).

- school attended: a higher proportion of pupils from school 3 stated that they would use leaflets/books than pupils in the other two school (36% vs 17% sch 1 and 15% sch 2).
- ethnicity: compared with pupils from a white British background, those from minority groups were more inclined to go to a class teacher (40% vs 20%) and more likely to utilise websites (67% vs 47%).
- leaving date: those who planned to leave school in S4/winter S5 were more likely to envisage going to Careers Scotland staff within school (47% vs 22%) as well as outside school (33% vs 14%) than were those intending to stay on at school.

Where would pupils go to for information and advice on CVs or applying for jobs?

Over half of pupils would go to their family for help in constructing their CV or applying for jobs (54% Table 55). 47% stated that they would be most likely to utilise websites while 42% would go to a guidance/pastoral care teacher. Friends were less likely to be seen as a source of help in this respect than was the case for the previous two questions (19% would be likely to consult friends). There were no differences in the responses of boys and girls.

Table 55: Sources of information and advice on CVs or job applications

Where are you most likely to go for information and advice on creating a CV or applying for jobs?	All %	Male %	Female %
Class teacher	36	37	36
Guidance/pastoral care teacher?	42	38	47
Leaflets/books?	14	17	11
Family?	54	53	54
Friends?	19	14	25
Websites?	47	43	51
Careers Scotland staff – outside school?	13	13	12
Careers Scotland staff – inside school?	25	27	22
other	2	3	-
N	(175)	(80)	(85)

There was less variation in respect of this question than to the previous two. Significant difference in responses related to:

- attitude to school: pupils who were most positive in their attitude to school would be more likely to go to Careers Scotland staff in school than others with less positive attitude (34% vs 21% fairly positive and 11% negative).
- school attended: a higher proportion of pupils in school 3 stated that they would use leaflets/books than in the other school (23% vs 8% sch 1 and 10% sch 2)

Multiple sources of help

As might be expected, pupils expected to use multiple sources of guidance in each case and the specific sources they favoured varied depending on the nature of the information and advice they wanted. Table 56 below illustrates this. To illustrate this we have focused on those who said they were likely to access websites for information and advice for the specific

purpose and then examined the other sources that they would go to for help for this purpose. This shows that, for example, nearly two thirds of pupils who would use websites to help them decide on the right career would also go to their family (65%); 46% would envisage consulting their guidance/pastoral care teacher and 40% would be likely to go to Careers Scotland staff in school.

Pupils expected to use other sources in addition to websites to research a career/get information on jobs or courses but table 56 suggests that websites are seen as particularly relevant for researching careers, jobs and courses. This is evident in the smaller proportions of pupils who indicated that they expected to use other sources as well as websites. In respect of CVs and applying for jobs, over half of those who expected to use websites to help with this also expected to go to their family for assistance (54%).

Table 56: If pupils expected to use websites, other sources of information and advice used

	If expected to use web re which career is right, would also go to... %	If expected to use web re career, courses or jobs, would also go to... %	If expected to use web re CVs and job applications, would also go to... %
...class teacher	31	16	34
..guidance/pastoral care teacher?	46	29	43
..leaflets/books?	31	28	23
...family?	65	39	54
..friends?	32	16	17
...Careers Scotland staff – outside school?	24	12	17
...Careers Scotland staff – inside school?	40	26	35
...other	3	4	1
	(85)	(110)	(82)

Pupils and career planning

Pupils were asked to respond to a number of statements about what might encourage them to do more research and planning for their career and then to another question on the main things that prevent them from doing more research and planning.

Nearly a fifth responded that nothing would *encourage* them to do more career planning (19%) and boys were more likely to say this than girls (26% vs 11%). The importance of family comes through again: 45% thought that being helped by their family to find information would encourage them to do more and there was again a difference between boys and girls (37% boys vs 53% girls). Two fifths thought that being helped more by Careers Advisors would be an encouragement (40%) and the same proportion pointed to the benefit of knowing where to go for information and advice. There were gender differences to both these items with a higher proportion of girls stating that these things would be an encouragement.

Table 57: Factors that would encourage more career planning

What are the main things that would encourage you to do more research and planning for your career?	All %	Male %	Female %
Nothing	19	26	11
Knowing where to go for information and advice	40	29	52
Better quality/more relevant information in <u>booklets/leaflets</u>	29	19	41
Better quality/more relevant information on <u>websites</u>	38	30	47
Being helped to find information by family	45	37	53
Being helped more by Careers Advisers	40	30	49
More information about the types of jobs available when I leave education	35	30	40
Access to career information in more places (eg youth clubs, leisure centres, etc)	16	14	18
More time spent in school for research and planning careers	33	33	34
Something else	7	8	6
	(177)	(92)	(85)

Looking at the other side of the coin- the factors that *prevent* pupils from being more active in their career planning - two main sorts of reason are evident. On the one hand 29% of pupils stated that they already knew everything they needed about their chosen career and on the other, 30% hadn't thought much about their career and 22% did not feel ready to undertake research and planning about their career. Pupils seem to be divided into those who already have definite plans and those who are not at the stage where career planning seems appears to be relevant for them. It is important to note that the majority of S4 were intending to stay on at school after S4 and that the immediate focus for many was the SQA exams beyond which it might be difficult to see. (Indeed, several young people made verbal comments to the researchers who were administering the questionnaire such as '*there's no point in thinking about it till you've got your exam results!*'). The urgency of developing career management skills might not be very apparent to an S4 group compared with an S5/S6 group.

Table 58: Factors that prevent more career planning

What are the main things that prevent you from doing more research and planning for your career?	All %	Male %	Female %
<i>(put a cross in one box on each line)</i>			
I know all I need to know about my chosen career	29	26	28
I haven't thought much about my career	30	30	29
I don't feel ready to research and plan my career	22	21	24
I don't know where to go for information and advice	27	29	25
I can't access information (eg no computer, library opening times)	8	9	8
The quality of the information and advice available is poor	19	19	19
I have no one to help me	19	21	18
Something else	15	17	11
N	(167)	(86)	(80)

Several of those who had noted 'something else' had also added details of what that factor was. Responses generally indicated disengagement: '*can't be bothered*'; '*no point*', or the result of a positive plan: '*moving abroad*'; '*want to travel first*'.

Section 9: Executive Summary of key issues and recommendations

In this final section we return to the key questions we have been asked to address. These are:

- What are the factors that influence the use of Careers Scotland's self-help services? To what extent does this vary according to client groups (specifically minority ethnic groups and young people needing More Choices More Chances?)
- To what extent do these self-help services promote young people's career management skills and decision-making? And what are the factors that are associated with any progress in career management skills?

Factors that influence the use of Careers Scotland's self-help services and variation by client group

As noted in the introduction, the definition of self-help services agreed with Careers Scotland and used in the research was:

- Careers Scotland's websites (used at home, school or Careers Scotland Centre);
- school career library materials;
- leaflets and guides in the Careers Scotland Centre.

We found that very few young people in this study had gone to Careers Scotland Centres (3% in total) let alone used the self-help services available there. There appeared to be two reasons: firstly the location of the centres in some cases was perceived to be distant from the school; and secondly, as one school careers adviser pointed out: *'Why would they go to the centre? Whatever's there, they've also got at school, just the same services.'* The study and our discussion of the key issues arising from it, focus on the Careers Scotland website and the school careers library - the key elements in practice of the self-help services for school pupils.

This research found relatively limited take-up of Careers Scotland self-help services: 44% of pupils had accessed the school careers library at the time of the first questionnaire and 36% had used the Careers Scotland website. A higher proportion of pupils - 61% - had made use of the PlanItPlus website. It is important to note that the data also show that for school pupils, self-help provision is one element that they use *alongside* other Careers Scotland services.

The qualitative data from teachers and careers advisers in this study suggests a number of factors are necessary for the use of self-help services. These include: attitudinal aspects such as motivation, persistence, confidence; active support from families, particularly parents; and having a relatively clear focus on future plans. Opinions differed on whether higher attaining young people would be more likely to use self-help services.

But the use of self-help services does not depend solely on factors relating to the individual pupil: our data also indicates there are issues at the level of the organisation - the way a school or a career organisation operates can itself encourage or discourage the proactive use of self-help services. This is evident, for example, in the variation we found in the use of the school careers library and websites across the three participating schools. The evidence from the qualitative interviews indicates that a number of factors all combined to support an ethos

of pro-activity by staff and reactivity by pupils. These were: targets for both school staff and careers advisers; a desire to provide good support for young people; and a recognition of the vulnerable nature of adolescents approaching a major transition.

Variation in the use of self help services and vulnerable groups

An issue that was raised in the qualitative interviews is the extent to which it is reasonable or possible (even if desirable) to expect young people to take charge of their career planning:

‘There’s an expectation from above that you can teach young people to be career planners, and once they learn the method they can apply that formula to something else – it’s not my experience they actually do that, maybe they just like the comfort of a person to speak to.’
(Careers Adviser)

Other research has pointed to the same issue:

‘Whilst the majority of young people recognised that careers advice depends as much on them to seek out information as it does on the advisors providing it, they also acknowledged that they need to be inspired and excited by opportunities before they initiate the first steps. Furthermore there are some young people who are not mentally ready to explore careers independently and can find the process confusing. These people are at risk of retreating from the process altogether.’ (Sherbert 2009 Page 2)

This quotation leads on to the particular concern of this research: whether certain groups may be less well placed than others to make best use or to benefit from self-help provision. We were asked to consider the position of pupils who might be in need of More Choices More Chances (MCMC) and those within the category of minority ethnic young people and throughout this report we have noted any differential use by, or impact on, pupils in these two groups. (In the case of MCMC by means of the various proxies we have described²).

The statistical evidence varies, but generally those within the MCMC category in the research rated themselves as lower in enterprise skills and attitudes and made different uses of career services and support services than other groups. Our qualitative evidence from staff interviews suggests that MCMC young people were less likely to self-help, had less confidence and unprompted engagement with services and were lacking in crucial family support and encouragement. In addition, a mixture of concern for the vulnerability of these young people and the need for staff to meet contact and other targets meant that taking the risk of waiting for MCMC young people to proactively use services was not an option.

Responses to the first questionnaire showed that pupils with a more negative attitude to school were less likely to access the Careers Scotland website and the same was true in respect of the PlanItPlus website. Truancy (another MCMC proxy measure) was another significant factor: pupils who had truanted in S4 reported a lower level of website use than their peers who had not played truant. We also found that the use pupils made of the websites varied somewhat in relation to two other MCMC proxy measures: their pupils’ attainment and the level of education of their parent(s).

² Proxies include low attainment, negative attitude to school, truancy, level of parental education

A more negative attitude to school went along with a lower use of the school careers library with those who were most negative making less use of library facilities. It was evident that pupils who rated themselves less highly in enterprise skills and attitudes also made less use of the library – it might be noted that the enterprise scale includes aspects of confidence, motivation and ‘stickability’, similar to the characteristics suggested by teachers and careers advisers as pre-requisites for take-up of self-help services.

It is interesting to note that the factors which impacted on the use of self-help services reported above - attitude to school, truancy, expected attainment and enterprise skills - did not appear to make a significant difference to the extent of *direct* contact pupils had with Careers Scotland via group talks, drop – in sessions or careers adviser interviews.

There were only a few significant differences in the responses of pupils from minority ethnic backgrounds in the first questionnaire. They were less likely to access the school careers library than pupils from a white British background and, if they used the Careers Service website, made more use of it to help with career decision- making.

Several points emerge from the responses to the second questionnaire, completed three weeks after the first one and following encouragement by the research team to use self-help services. It is notable that around half of those who had accessed the Careers Scotland or PlanItPlus websites over this period were doing this for the first time. Clearly, the research had prompted this use of self-help services which suggests that pupils do respond to and need prompting and encouragement to use the self-help services of a careers website. It is also interesting to observe the pattern of responses to the second questionnaire.

In the three weeks between the two questionnaires, a higher proportion of pupils from minority ethnic groups used careers support services than did those from the majority ethnic groups. They were, for example, almost twice as likely to have had an interview with a careers adviser; more than twice as likely to make use of the careers adviser’s drop in session; and almost twice as likely to have attended a group talk from the careers adviser. A higher proportion had gone to see a teacher about their career ideas. Nevertheless, pupils from minority ethnic groups did not have a significantly higher usage of the Careers Scotland website nor of PlanItPlus. (Among pupils who did access the CS website, there were some differences in the use made by minority ethnic pupils.) A smaller proportion of minority ethnic pupils used the school careers library in the three weeks compared to those from white British backgrounds. Overall, these results suggest that minority ethnic pupils were responsive to encouragement to be more active in their career planning but that they responded more in terms of seeking direct contact with Careers Scotland and school staff than accessing self-help provision.

In considering MCMC status, one of the proxy measures for social class that we have used is parents’ experience of further or higher education. Our analysis of the second questionnaire showed that a higher proportion of pupils whose mother had *no* FE/HE experience used the Careers Scotland website in the three week period compared with those whose mother had been to FE/HE (41% vs 24%). It may be that these pupils think that their parent(s) are less able to help them decide about further and higher education since they lack personal knowledge and information on this aspect of careers. This explanation is given further weight

by responses to other questions, for example, pupils whose father had not been in further or higher education were less likely to discuss their career ideas at home. At the second time point we also saw a higher use of the career library by pupils whose mother and/or father had not been in further or higher education. These findings indicate that some pupils are less able to draw on the support of their families in at least some aspects of their career planning.

Do self-help services promote young people's career management skills and decision-making?

We considered how to define career management skills and decision-making and, drawing on other research, used a series of questions grouped under the following headings:

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

Pupils assessed their skills in each of these areas in the first questionnaire; they were then asked to use the Careers Scotland website and school library over the next three weeks. At the end of this time, the same pupils completed a second questionnaire in which they again assessed these skills and also gave information about their use (or non-use) of self-help services and other careers related activities and inputs over the three weeks. This enabled us to examine whether there had been any changes in pupils' perceptions of the various aspects of their career management skills and decision-making.

We found that pupils reported higher self-ratings at the second time point in all but the first of the careers management headings, that is, awareness of their strengths, weaknesses and values and so no further analysis of this aspect was carried. While the changes in the four other aspects were not large, they were sufficient to use in the analysis. The key aim was to examine whether using self help provision had an impact on these four aspects of career management and decision making skills and since only some pupils had made use of career self-help provision in the intervening time, this provided a basis for comparison.

We used statistical modelling to allow us to take account of pupils' level of self management skills at the first questionnaire and then to assess the impact of any activity or input they had undertaken or experienced in the intervening period; this technique also enabled us to control for other factors that might impact on pupils' career self management skills such as attainment, attitude to school, ethnicity, and family background etc. We summarise the results for each aspect below.

Opportunity awareness

In relation to pupils' perceptions of their opportunity awareness, we found that:

- using the Careers Scotland website in the intervening three weeks made no difference to pupils' opportunity awareness; neither did use of PlanItPlus;

- having an interview with a careers adviser in the three week period did have a positive impact on opportunity awareness. The positive impact of an interview remained throughout the modelling process as other factors were taken into account. We discuss in more details the importance of personal contact for young people later;
- pupils' score in opportunity awareness at the second time point was likely to be higher if their self-assessment on the enterprise measure was higher.

Career planning readiness

- whether pupils had used the Careers Scotland website or PlanItPlus had no impact on their career planning readiness;
- those who had had a Careers Scotland group session in the three week period were more likely to have a lower career planning readiness score. It may be that being challenged to think about their future might result in a more realistic, but lower, score. Or possibly pupils being targeted for group sessions were those needing a 'push' towards career planning readiness;
- having a more positive attitude to school was associated with a higher career planning readiness score;
- a higher rating on the enterprise measure score was related to a higher career planning readiness score.

Support and advice awareness

There were a number of factors that had a positive effect on pupils' level of support and advice awareness. These included:

- use of PlanItPlus in the intervening period (but not the Careers Scotland website) The qualitative data indicated that PlanItPlus was more used and more likely to be integrated into the PSE programme of schools than the Careers Scotland website. It was thus more likely to be used in the context of support and advice, hence perhaps this result;
- discussion of career ideas with a teacher in the three weeks;
- a higher score on the measure of enterprising skills and attitudes;
- a higher score on the measure of self-efficacy;
- mid and higher expected levels of attainment compared with a low expected level;
- a more positive attitudes to school;
- a mother who had been to FE/HE.

Application skills and knowledge

- whether pupils had used the Careers Scotland website or PlanItPlus in the three weeks in question had no impact on their application skills and knowledge;
- use of the school careers library in the intervening period had a positive effect on pupils' application skills and knowledge pupils. Those who had consulted the library scored more

highly than those who had not done: careers libraries seem to be commonly used to consult prospectuses and pupils' resulting greater familiarity with application procedures for FE/HE may help to explain this finding;

- in line with the other analyses, a higher enterprising score went along with a higher score on application skills and knowledge.

Overview and Recommendations

In this final section we highlight some of the key issues emerging from the research and make some recommendations that arise from them. They are largely recommendations for policy rather than practice. We note that there are limitations to the conclusions the research can come to because of the resources and timescale available for it. However, despite these limitations we have gathered a wide range of data and have applied advanced statistical modelling techniques to gain an insight into the use and especially, the impact of self-help provision in the wider context of other Careers Scotland inputs and in relation to a range of pupil and school characteristics.

Use of self-help services

There is a consistency in our results about the impact of self-help services. Firstly, the Careers Scotland website was not widely used and had no discernible impact on these S4 pupils. In discussions with staff, they noted a number of areas for improvement in its design and operation. However, pupils were generally more positive about their opinion of the Careers Scotland website than were the staff interviewed (of whom only the careers advisers were positive). Continuing Education Gateway's PlanItPlus website was more used and better regarded and, as we have seen, did have a positive impact on certain aspects of pupils' career management and decision making.

Recommendation 1

Considerable resources are required to develop, maintain and update an effective website. Skills Development Scotland might consider whether it should negotiate co-funding of the PlanItPlus website with Continuing Education Gateway rather than maintain a parallel website for use by school pupils. Given the current consideration being given to different career development services for those under and those over 19, the current Careers Scotland website could be adapted specifically for the older client group.

Particular attention needs to be given to the introductory section of the Careers Scotland website to make it more 'user friendly' to less motivated users.

Use of the school careers library had more impact on pupils' career management skills than did usage of the career websites. In all three schools, however, the careers library was thought to be under-resourced. It is notable that the library seemed to be particularly well used by young people whose parents did not have experience of further or higher education (a proxy for lower social class and a possible identifier of young people who need More Choices More

Chances). It is somewhat ironic that some interviewees suggested that under-investment in the careers library was the result of an assumption that the internet and career websites would supersede the library.

Recommendation 2

Skills Development Scotland should invest in work with schools to develop effective careers libraries, particularly with respect to information on further and higher education. At the level of practice, the partnership between careers advisers and school librarians should be further developed to ensure effective use of careers libraries.

This research found that a careers adviser's interview impacted positively on young people's opportunity awareness; and that an interview continued to be valued and desired by young people and teaching staff.

Recommendation 3

Any re-design of careers services to schools should take account of the importance of career interviews as part of those services and resource them accordingly.

Self-help services as part of wider provision and support

Another issue is the importance of personal support to young people in the use of services. We can clearly see an impact on career management skills from careers adviser contacts and teacher discussions and, as we note below, parents and families are also important sources of advice. We know that young people use different sources of information and advice and for different reasons; and that this varies depending on the individual young person and his/her situation. For this reason it is important to think about self-help in the wider context of the whole provision of information and advice to young people, including other aspects of Careers Scotland's services. We therefore include broader aspects of our research in the discussion in this section.

Young people do, indeed, value self-help services, particularly websites and show a confidence in the use of IT but we know from this and other research that they also wish for personal contact and advice. This brings us back to the statement by Professor Jim Sampson (one of the leaders in the area of differentiated careers provision) quoted in the introduction to this report, that '*self-help is not abandonment*'. Self-help services should be one of a number of interventions available to young people and part of a seamless web of services through which young people move. At certain points, for certain clients in certain situations, self-help services are the key way forward. In most other situations, mediated or personal career advice is necessary; and for most young people the involvement of parents and families is of great importance.

Our interviews with staff suggested strongly that the vast majority of young people using career websites need or seek support in doing so. They may need prompting - it is notable that more than a half of those using the website in the three week period between the two research contacts were doing so for the first time, following a prompt from the research team

to do so. In practice website use is a mediated process: it may be integrated use into PSE (normally PlanItPlus rather than the Careers Scotland website for younger pupils) and supported by Pastoral Care and Guidance staff; or it is part of the process of an interview with a careers adviser (before, during or after the interview); or its use is likely to be combined with family discussions. This suggests that young people use information and advice self-help services most comfortably when personal support is provided.

Recommendation 4

The reality of the use of self-help services by clients and staff should be recognised: Skills Development Scotland policy should acknowledge website and library services as being largely mediated services for school pupils.

There is an issue in how far a public website can meet the particular needs of individuals. Several young people raised concerns about how to ‘*know which bits of it apply to you? You can’t look at everything, you need someone to show you the bits to look at*’. This is a particular challenge when young people are using websites at home and in their own time: the concept of self help was developed in the context where the delivery of self-help services was within the careers centre where advice was physically present. How can the self-help use of a website at home or internet cafe in young people’s own time be supported?

Recommendation 5

Skills Development Scotland has considerable expertise in telephone and e-guidance. Consideration should be given to identifying ways of linking this expertise to website users. One practical example might be prompts to phone or email for help arriving on screen at intervals.

Family and wider networks

The importance of parents and families to the pupils is evident in this research. In the three week period between the first and second questionnaires around two thirds of young people discussed their career ideas with their families. When asked where they would go for help in deciding the right career for them and for information and advice on CVs and applications, pupils were most likely to respond that they would go to their family. The influence of parents and families on career development is well documented (see, for example, Semple and Brownlow 2004). We know that young people’s career development is affected positively by higher levels of discussion with their families but we also know that not all families are able to offer similar levels of support (Semple, Howieson and Paris 2002). How might the support provided by families be harnessed more effectively by career guidance services and how might they assist those families with fewer resources to advise their children?

Recommendation 6

Parents and families are key supporters of young people and they assist in forming the career skills and ideas of their children. Work on developing website and materials for parents and families, and for parents and their teenagers together, should be undertaken, and research commissioned on effective strategies for using websites with parents for career development.

Information literacy skills and young people

Although young people may be comfortable and assured in the use of the internet in a technical sense, there were some serious concerns raised about young people's ability to search and interpret information on the web and the need for that information to be mediated. Sometimes the issue was complexity and volume of information; sometimes it was about bias and marketing in the information and the quality of the source.

Recommendation 7

Skills Development Scotland should consider linking with others who are working to design information literacy training for school pupils to develop a short training package on accessing and assessing career information for use in schools. Such a package could also be available on line and as part of the website. It is important to make the training specific to the career context since helping pupils to transfer skills from one context to another is recognised as a challenge.

Another aspect is whether young people perceive the information as coming from a tested, experienced source. This had been demonstrated in other research, Dyke et al for example, noted that despite being in the so-called 'information age', that young people tend to seek out 'authentic experiences' and to rely on trusted sources to guide decision making; they found that websites, brochures and 'official' sources of information advice and guidance were less important than direct experience or the mediated experience from 'trusted' sources.'(P3 Dyke, Foskett and Maringe 2005). This brings us back to the importance to young people of the support of others – families, teachers and careers advisers.

Careers–school partnerships

We have noted in this research that our measure of 'enterprising skills and attitudes' was significant across a range of aspects of our analysis. This measure incorporates confidence, motivation and 'stickability'. Our interviews with staff highlighted similar attributes as being crucial if young people are to be proactive in taking their career forward and using self-help services. We found in earlier research (Howieson, McKechnie and Semple, 1996) that there was a relationship between having had higher levels of enterprise in education inputs (including career education) and having higher self-report scores of enterprising skills and attitudes. This points to the importance of career guidance, career education, and enterprise

and work-related activities being closely linked within the school partnership between the careers adviser and the school staff.

We found some differences across the three schools in the study in pupils' use of services with those in school 3 most commonly reporting higher levels of use. While we were only able to conduct limited field work in the three schools (and therefore this conclusion is somewhat tentative) we nevertheless could discern certain differences between schools in terms of the relationship between Careers Scotland and each school. School 3 was the school where a careers adviser was most embedded in the school (to the extent of being a member of the School Board) and the one which had experienced least frequent changes of careers adviser. It is generally accepted that continuity of careers advisers (and their school opposite numbers) in post helps to build partnerships that provide more effective support for career development in pupils, and this should be encouraged through staff allocation.

Recommendation 8

Skills Development Scotland's careers advisers should continue to develop partnerships with schools which encompass joint working on career education, enterprise and work-related learning in the interests of developing more enterprising career planners. Continuity of careers adviser staffing in schools should be encouraged.

Vulnerable groups

We have seen some differences in the use and impact of self-help services and other Career Scotland provision in relation to the two groups of particular interest to this research, those considered to be at risk of falling into the MCMC status and young people from minority ethnic backgrounds.

Recommendation 9

Continued monitoring of the use of careers services by young people in vulnerable groups is required. Attention also needs to be paid to providing the necessary level of encouragement and support to enable them to access and fully benefit from services.

Measuring career management skills, enterprise and self-efficacy... and future research

Part of the purpose of this research was to trial measures which might be used in identifying the impact of careers services on young people: this final section draws out key issues from this trial and makes recommendations for future work.

Although the SING³ tools were piloted at the time of their introduction to Careers Scotland, the career management skills tool was evaluated as a self-assessment measure for use within guidance rather than as a measure of impact for research purposes. This present study, therefore, can be considered a pilot of the five elements of career management as a research tool. On all but the first of those elements there were changes in pupils' scores over the three

³ Strategies for the Identification of Needs in Guidance

week period, and aspects of young people's experience and situation proved significant in predicting changes in these skills. This measure now needs further testing and development.

Young people's perceptions of the extent to which they are enterprising in their attitudes and behaviours seem to relate to their perceptions of their career management skills and use of services. This may be explained by the individual elements of the enterprise measure, which cover concepts of motivation, confidence, handling risk, being proactive in life – all of those factors being likely to contribute to pro-activity in career planning. Further work to examine the underpinning concepts in the enterprise measure and their relationship with career management skills is required.

Thirdly, the self-efficacy measure that we used was not a significant factor in the analysis. This may be because we used a general measure of self-efficacy. Future research could consider including a more domain specific measure of self-efficacy that sets out to assess self-efficacy in the specific area of career planning/control. We were not able to do this because of time and resource constraints.

Lastly, we were able to find evidence of impact (or lack of impact) of self-help, mediated and intensive careers provision over a short period, but there are limitations to what can be taken from the results precisely because of the short time period for young people's use of services to impact on their thinking. We suggest that the research could be extended in two ways. One is to carry out another 'before and after' study of the impact of self-help services over a longer time period than three weeks. Secondly, to undertake a qualitative study in order to gain an understanding of the dynamic process of impact on pupils' thinking, that is, to understand how and why impact is achieved on an individual's career development. This requires working with individual pupils and employing qualitative methods, an approach most likely to lead to secure recommendations for practice. A first step could be to follow up those pupils in the present study who provided their details so that they could be contacted again if required.

Recommendation 10

Further research is required to test the measures over a longer period and with a larger group of pupils, including those in S5 and S6: this may well result in a measure of impact that can be used more widely by Skills Development Scotland. The second is to understand how impact is achieved in young people's career development: this could be begun through a qualitative follow-up study of pupils in the present study.

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CAREERS HELP



QUESTIONS FOR YOUNG PEOPLE IN SCOTLAND

PERSONAL AND CONFIDENTIAL

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Sch

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For Centre use

How to answer

Please use Black or Blue ink

For most of the questions there is a list of possible answers with a box beside each one. Please choose your answer and put a cross in the box beside it. For example,

Do you like EastEnders?

yes

no

If you make a mistake please fill in the whole box completely and then put a cross in the correct answer.

Do you like EastEnders?

yes

no

A few questions ask you to write in a number, for example

How many films did you see last year? (answer 26)

	2	6
--	---	---

If you are unsure about anything, please ask.

Thank you for your help in answering these questions. If you would like to tell us more in your own words, please write in the space on the last page.

SECTION 1: ABOUT YOURSELF

1 Your name _____

2 What is your date of birth? (ie 01011995)

d	d	m	m	y	y	y	y
---	---	---	---	---	---	---	---

3 Are you male or female?

male

female

4 When are you most likely to leave school?

(put a cross in one box)

End of 4th year

End of 5th year

Winter 5th year

End of 6th year

5 What do you plan to do after you leave school?

(put a cross in one box)

Go to college

Start your own business

Go to university

Take a year out/volunteer work/travel etc

Get a job or training place

Something else

Don't know

6 Which of the following best describes your career ideas?

(put a cross in one box)

I have no idea of what I want to do

My ideas keep changing

I have a number of ideas but haven't made up my mind yet

I now have a definite idea of what I want to do

I have had a definite idea of what I want to do for a long time

7 Please write in the number of Standard Grades you are studying this year at ...

... Foundation level (5 or 6)?

--	--	--

... General level (3 or 4)?

--	--	--

... Credit level (1 or 2)?

--	--	--

8 In some schools students take other exams as well as Standard Grade such as Access or Intermediate courses. Are you taking any Access or Intermediate courses this year?

yes

no

not sure

If "YES", please write in the number of courses you are taking at each level

Access 2

--	--	--

Access 3

--	--	--

Intermediate 1

--	--	--

Intermediate 2

--	--	--

9 Are you taking any (pre-)vocational courses/qualifications this year at school or college? yes no

If "YES", are you taking any Scottish Vocational Qualifications (SVQs)

yes no not sure

These next questions are to help us find out more about you. There are no right or wrong answers, please just tell us what you think.

10 How true do you think these statements are about you?

(put a cross in one box on each line)

	not at all true	barely true	Moderately true	exactly true
I can always manage to solve difficult problems if I try hard enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone opposes me, I can find ways and means to get what I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am certain that I can accomplish my goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident that I could deal efficiently with unexpected events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thanks to my resourcefulness, I can handle unforeseen situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can solve most problems if I invest the necessary effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can remain calm when facing difficulties because I can rely on my coping abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am confronted with a problem, I can find several solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I am in trouble, I can think of a good solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can handle whatever comes my way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 At the moment, how much do you ...

(put a cross in one box on each line)

	a lot	quite a lot	not very much	nothing
... know what you are good at in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know what you are good at out of school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know what you are not so good at in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know what you are not so good at out of school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know what is important to you in choosing a good job or a course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know how you want to live your life in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12 At the moment, how much do you ...

(put a cross in one box on each line)

	a lot	quite a lot	not very much	nothing
... know about the range of courses at college?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know about the range of courses at university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know about local job opportunities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know about job opportunities around the country?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know about training available locally?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... understand the sorts of jobs likely to be available in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... understand the sorts of skills and qualifications that people will need in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know what would be involved in starting and running your own business?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13 At the moment, how much do you...

(put a cross in one box on each line)

	a lot	quite a lot	not very much	nothing
... know what information and advice you need to help you make a decision about jobs or courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... feel ready to make a plan for the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... feel clear about your next steps in taking your career forward?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... feel confident your career plan will work out?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know the sorts of jobs or courses that might suit you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know the kinds of skills and attitudes employers are looking for?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14 At the moment, how much do you...

(put a cross in one box on each line)

	a lot	quite a lot	not very much	nothing
... know what Careers Scotland can do to help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know how to get information about what jobs or courses involve?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know how to find out which jobs and training places are available to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know what you need to get into the education, training or job you're interested in?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... feel confident you have talked your career ideas over with enough people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... feel the people you have talked to about your career ideas have given you good advice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know who to talk to if your career plans don't work out?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15 At the moment, how much do you...

(put a cross in one box on each line)

	a lot	quite a lot	not very much	nothing
... know how to prepare for an interview for a job or course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know how to cope with an interview for a job or course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know how to complete an application form, CV or letter for a job or course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know how to phone up about a job or course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... could describe your skills to someone you don't know very well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16 Thinking about yourself, how often would you say you are able to ...

(put a cross in one box on each line)

	most of the time	some of the time	not very often	never
... take responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... take advantage of an opportunity when you see one?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... show initiative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... have confidence in what you do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... not give up when faced with difficulties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... agree to take on new things that are challenging?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... take a risk once you've thought things through?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... make decisions about how things should be done?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... learn from the times you have not been successful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... compete against other people or groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... think up new, different ways of doing things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... recognise when you need advice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... set targets for yourself ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17 Here are some things, both good and bad, which people have said about their time at secondary school. We would like to know what you think.

(put a cross in a box on each line)

	strongly agree	agree	disagree	strongly disagree
School is helping to give me confidence to make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School is a waste of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School is doing very little to prepare me for life after school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School work is worth doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends take school seriously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18 This year, have you skipped school (played truant)?

(cross only one box)

Never	<input type="checkbox"/>	A lesson here and there	<input type="checkbox"/>	A day here and there	<input type="checkbox"/>
Several days at a time	<input type="checkbox"/>	Weeks at a time	<input type="checkbox"/>		

19 Do you have any disability which limits your daily activities or the work you can do now or after you leave school?

yes no

20 How would you describe your ethnic or cultural background?

(put a cross in one box)

White	Asian	Black	Other
<input type="checkbox"/> British	<input type="checkbox"/> Indian	<input type="checkbox"/> Caribbean	<input type="checkbox"/> Chinese
<input type="checkbox"/> Scottish	<input type="checkbox"/> Pakistani	<input type="checkbox"/> African	<input type="checkbox"/> Mixed background
<input type="checkbox"/> Irish	<input type="checkbox"/> Bangladeshi	<input type="checkbox"/> Other Black background	<input type="checkbox"/> Gypsy/traveller
<input type="checkbox"/> Other white background	<input type="checkbox"/> Other Asian background		
<input type="checkbox"/> Any other background not included above, please give details			

SECTION 2: CAREERS SCOTLAND SERVICES

This section is about your use of Careers Scotland’s services such as websites and leaflets.

21 Have you had any of these contacts with a Careers Advisor while at school? Have you ...

(put a cross in one box on each line)

	no	yes, once	yes, more than once	don't know
...met by appointment with the school Careers Advisor on your own to discuss your future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...called in to ask questions of the school Careers Advisor at a 'drop-in' session in the school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... listened in the school to a group talk from the school Careers Advisor about your choices in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22 Have you ever used the leaflets and books in the school careers library?

(put a cross in one box on each line)

If yes, please tick which of the following you used

	no	yes, once	yes, more than once	don't know
Handbooks with information on a range of careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on a particular career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on college/universities (prospectuses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leaflets from Careers Scotland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Something else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(please say what)	_____			

There are 2 websites young people often use for career information and advice. One is PlanItPlus and the other is Careers Scotland.

The first questions are about PlanItPlus.

23 Have you used PlanItPlus ...

(put a cross in one box on each line)

	no	yes	not sure
...at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...on a home computer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... at a Careers Scotland Centre?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24 During your time at school ...

(put a cross in one box on each line)

	no	yes	not sure
... was the PlanItPlus website shown to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... were you given an explanation on how to use it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25 If "yes", which of these people showed you the PlanItPlus website?

(put a cross in one box on each line)

	no	yes	not sure
Careers advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guidance or pastoral care teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other teacher(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

All the rest of the questions are about the Careers Scotland website.

26 Have you ever used the Careers Scotland website ...

(put a cross in one box on each line)

	no	yes	not sure
...at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...on a home computer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... at a Careers Scotland Centre?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27 If you have used the Careers Scotland website (not PlanItPlus)

(put a cross in one box on each line)

Did you use the Careers Scotland website to ...

	no	yes, once	yes, more than once	don't know
... find out what career might suit you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... use Careers Match (answering questions about your ideas and interests then getting a list of careers suitable for you)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... help you think about your strengths and weaknesses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... help you to make a career decision?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... find out what jobs are available at the moment using the link to JobCentrePlus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... find out which jobs were going to be needed in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... get more information on different industries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... find out how to apply for jobs or courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... use CVBuilder to help you write your own CV?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... find out information on courses at college or university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... something else?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(please say what)	_____			

28 During your time at school ...

(put a cross in one box on each line)

	no	yes	not sure
... was the Careers Scotland website shown to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... were you given an explanation on how to use it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29 If “yes”, which of these people showed you the Careers Scotland (not PlanItPlus) website?

(put a cross in one box on each line)

	no	yes	not sure
Career’s advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guidance or pastoral care teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other teacher(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30 How often have you used the Careers Scotland website (not PlanItPlus) at school?

Only when shown at first	<input type="checkbox"/>	Once more at school	<input type="checkbox"/>
Several times more at school	<input type="checkbox"/>	Haven't used it at any time at school	<input type="checkbox"/>

31 If you have used the Careers Scotland website from a home computer did you do this ...

	no	yes, once	yes, more than once	don't know
... on your own?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... with friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... with parents or carers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... with other members of the family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32 Have you ever called into your local Careers Scotland Centre?

yes	<input type="checkbox"/>	no	<input type="checkbox"/>	not sure	<input type="checkbox"/>
-----	--------------------------	----	--------------------------	----------	--------------------------

33 If you have called into your local Careers Scotland Centre, which of the following services have you used?

(put a cross in one box on each line)

	no	yes, once	yes, more than once	don't know
Looked at Careers Scotland's information leaflets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Got advice from a Careers Scotland member of staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used the Careers Scotland computers to look at the Careers Scotland website?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Looked at the reference books on the bookshelves in the Careers Scotland Centre?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 3: ABOUT YOUR FAMILY

The next questions are about your family background. We're asking these questions because this can have an influence on how you get on at school and your ideas about what to do afterwards.

34 During the week in term time, who do you usually live with (as well as brothers/sisters)?

(put a cross in one box)

mother and father	<input type="checkbox"/>	mother and step-father	<input type="checkbox"/>
father and step-mother	<input type="checkbox"/>	mother only	<input type="checkbox"/>
father only	<input type="checkbox"/>	other relatives	<input type="checkbox"/>
foster parents	<input type="checkbox"/>	children's home	<input type="checkbox"/>
other	<input type="checkbox"/>	boarding school	<input type="checkbox"/>

35 Have your mother/stepmother and father/stepfather ...
(in each line put a cross in one box for mother and one for father)

	Mother			Father		
	yes	no	don't know	yes	no	don't know
... gone to college full-time?	<input type="checkbox"/>					
... gone to college part-time?	<input type="checkbox"/>					
... gone to university?	<input type="checkbox"/>					

36 What are your parents/step-parents doing now?
(put a cross in one box for each parent)

	Mother	Father
in full-time paid work	<input type="checkbox"/>	<input type="checkbox"/>
in part-time paid work	<input type="checkbox"/>	<input type="checkbox"/>
unemployed and looking for work	<input type="checkbox"/>	<input type="checkbox"/>
studying full-time at college or university	<input type="checkbox"/>	<input type="checkbox"/>
retired	<input type="checkbox"/>	<input type="checkbox"/>
looking after the family or home	<input type="checkbox"/>	<input type="checkbox"/>
unable to work (eg sick or disabled)	<input type="checkbox"/>	<input type="checkbox"/>
doing something else	<input type="checkbox"/>	<input type="checkbox"/>
deceased	<input type="checkbox"/>	<input type="checkbox"/>
don't know	<input type="checkbox"/>	<input type="checkbox"/>

37 Please tell us about their jobs
(if they are not working at the moment, please tell us about the most recent job each has had)

Mother

What type of business does she work in? (eg shop, school)

What is the name of the job? (eg shop assistant, teacher)

Please describe briefly what kind of work she does in her job.

Father

What type of business does he work in? (eg shop, school)

What is the name of the job? (eg shop assistant, teacher)

Please describe briefly what kind of work he does in his job.

CAREERS HELP



QUESTIONS FOR
YOUNG PEOPLE
IN SCOTLAND

PERSONAL AND CONFIDENTIAL

SECTION 1: ABOUT YOURSELF

1 Your name _____

2 What is your date of birth? (ie 01011995)

d	d	m	m	y	y	y	y
---	---	---	---	---	---	---	---

3 When are you most likely to leave school?

(put a cross in one box)

End of 4th year

End of 5th year

Winter 5th year

End of 6th year

4 What do you plan to do after you leave school?

(put a cross in one box)

Go to college

Start your own business

Go to university

Take a year out/volunteer work/travel etc

Get a job or training place

Something else

Don't know

5 Which of the following best describes your career ideas?

(put a cross in one box)

I have no idea of what I want to do

My ideas keep changing

I have a number of ideas but haven't made up my mind yet

I now have a definite idea of what I want to do

I have had a definite idea of what I want to do for a long time

These next questions are to help us find out more about you. There are no right or wrong answers, please just tell us what you think.

6 How true do you think these statements are about you?

(put a cross in one box on each line)

	not at all true	barely true	Moderately true	exactly true
I can always manage to solve difficult problems if I try hard enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone opposes me, I can find ways and means to get what I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am certain that I can accomplish my goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident that I could deal efficiently with unexpected events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thanks to my resourcefulness, I can handle unforeseen situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can solve most problems if I invest the necessary effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can remain calm when facing difficulties because I can rely on my coping abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am confronted with a problem, I can find several solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I am in trouble, I can think of a good solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can handle whatever comes my way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 At the moment, how much do you ...

(put a cross in one box on each line)

	a lot	quite a lot	not very much	nothing
... know what you are good at in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know what you are good at out of school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know what you are not so good at in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know what you are not so good at out of school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know what is important to you in choosing a good job or a course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know how you want to live your life in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8 At the moment, how much do you ...

(put a cross in one box on each line)

	a lot	quite a lot	not very much	nothing
... know about the range of courses at college?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know about the range of courses at university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know about local job opportunities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know about job opportunities around the country?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know about training available locally?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... understand the sorts of jobs likely to be available in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... understand the sorts of skills and qualifications that people will need in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know what would be involved in starting and running your own business?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9 At the moment, how much do you...

(put a cross in one box on each line)

	a lot	quite a lot	not very much	nothing
... know what information and advice you need to help you make a decision about jobs or courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... feel ready to make a plan for the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... feel clear about your next steps in taking your career forward?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... feel confident your career plan will work out?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know the sorts of jobs or courses that might suit you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know the kinds of skills and attitudes employers are looking for?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10 At the moment, how much do you...

(put a cross in one box on each line)

	a lot	quite a lot	not very much	nothing
... know what Careers Scotland can do to help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know how to get information about what jobs or courses involve?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know how to find out which jobs and training places are available to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know what you need to get into the education, training or job you're interested in?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... feel confident you have talked your career ideas over with enough people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... feel the people you have talked to about your career ideas have given you good advice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know who to talk to if your career plans don't work out?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 At the moment, how much do you...

(put a cross in one box on each line)

	a lot	quite a lot	not very much	nothing
... know how to prepare for an interview for a job or course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know how to cope with an interview for a job or course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know how to complete an application form, CV or letter for a job or course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... know how to phone up about a job or course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... could describe your skills to someone you don't know very well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12 Thinking about yourself, how often would you say you are able to ...

(put a cross in one box on each line)

	most of the time	some of the time	not very often	never
... take responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... take advantage of an opportunity when you see one?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... show initiative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... have confidence in what you do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... not give up when faced with difficulties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... agree to take on new things that are challenging?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... take a risk once you've thought things through?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... make decisions about how things should be done?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... learn from the times you have not been successful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... compete against other people or groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... think up new, different ways of doing things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...recognise when you need advice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...set targets for yourself ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13 Here are some things, both good and bad, which people have said about their time at secondary school. We would like to know what you think.

(put a cross in a box on each line)

	strongly agree	agree	disagree	strongly disagree
School is helping to give me confidence to make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School is a waste of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School is doing very little to prepare me for life after school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School work is worth doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends take school seriously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 2: CAREERS SCOTLAND SERVICES

This section is about your use of career services in the last 3 weeks since you filled out the first form.

14 In the last three weeks have you had any of these contacts with a Careers Advisor? Have you ...

(put a cross in one box on each line)

	no	yes, once	yes, more than once	don't know
...met by appointment with the school Careers Advisor on your own to discuss your future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...called in to ask questions of the school Careers Advisor at a 'drop-in' session in the school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... listened in the school to a group talk from the school Careers Advisor about your choices in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15 In the last three weeks have you done any of the following?

(put a cross in one box on each line)

	no	yes, once	yes, more than once	don't know
...gone to a careers or job fair or convention?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...spoken to a teacher in the school about your career ideas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... discussed your career ideas at home with your family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16 In the last three weeks have you used the leaflets and books in the school careers library?

(put a cross in one box on each line)

If yes, please tick which of the following you used in the last three weeks

	no	yes, once	yes, more than once	don't know
Handbooks with information on a range of careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on a particular career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information on college/universities (prospectuses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leaflets from Careers Scotland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Something else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(please say what)

The next questions are about whether you've used either the PlanItPlus or Careers Scotland websites in the last 3 weeks since you filled out the first form.

The first question is about PlanItPlus.

17 In the last three weeks have you used PlanItPlus ...

(put a cross in one box on each line)

	no	yes	not sure
...at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...on a home computer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... at a Careers Scotland Centre?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18 If you have used PlanItPlus in the last three weeks ...
(put a cross in one box on each line)

	no	yes, once	yes, more than once	don't know
... did you use the PlanItPlus website to ...				
... find out what career might suit you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... use Careerometer (answering questions about your ideas and interests then getting a list of careers suitable for you)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... help you think about your strengths and weaknesses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... help you to make a career decision?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... find out what jobs are available at the moment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... find out which jobs were going to be needed in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... get more information on different industries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... find out how to apply for jobs or courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... help you write your own CV?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... find out information on courses at college or university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... something else?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(please say what)				

The rest of the questions in this section are about the Careers Scotland website.

19 In the last three weeks have you used the Careers Scotland website ...
(put a cross in one box on each line)

	no	yes, once	yes, more than once	don't know
...at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...on a home computer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... at a Careers Scotland Centre?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20 If you have used the Careers Scotland website in the last three weeks ...

(put a cross in one box on each line)

	no	yes, once	yes, more than once	don't know
... did you use the Careers Scotland website to ...				
... find out what career might suit you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... use Careers Match (answering questions about your ideas and interests then getting a list of careers suitable for you)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... help you think about your strengths and weaknesses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... help you to make a career decision?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... find out what jobs are available at the moment using the link to JobCentrePlus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... find out which jobs were going to be needed in the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... get more information on different industries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... find out how to apply for jobs or courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... use CVBuilder to help you write your own CV?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... find out information on courses at college or university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... something else?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(please say what)				

21 If you have used the Careers Scotland website in the last three weeks from a home computer did you do this ...

(put a cross in one box on each line)

	no	yes, once	yes, more than once	don't know
... on your own?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... with friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... with parents or carers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... with other members of the family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22 In the last three weeks have you called into your local Careers Scotland Centre?

yes no not sure

23 If you have called into your local Careers Scotland Centre, in the last three weeks, which of the following services did you use?

(put a cross in one box on each line)

	no	yes, once	yes, more than once	don't know
Looked at Careers Scotland's information leaflets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Got advice from a Careers Scotland member of staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used the Careers Scotland computers to look at the Careers Scotland website?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Looked at the reference books on the bookshelves in the Careers Scotland Centre?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 3: PLANNING YOUR CAREER

24 Where are you most likely to go for information and advice to help you decide which career is right for you?

(put a cross in one box on each line)

- | | | | |
|--|--------------------------|---|--------------------------|
| ... class teacher? | <input type="checkbox"/> | ... guidance/pastoral care teacher? | <input type="checkbox"/> |
| ... leaflets/books? | <input type="checkbox"/> | ... family? | <input type="checkbox"/> |
| ... friends? | <input type="checkbox"/> | ... websites? | <input type="checkbox"/> |
| ... Careers Scotland staff - outside school? | <input type="checkbox"/> | ... Careers Scotland staff - in school? | <input type="checkbox"/> |
| ... other? | <input type="checkbox"/> | | |

(please say what)

25 Where are you most likely to go to research a career and find out information about jobs or courses?

(put a cross in one box on each line)

- | | | | |
|--|--------------------------|---|--------------------------|
| ... class teacher? | <input type="checkbox"/> | ... guidance/pastoral care teacher? | <input type="checkbox"/> |
| ... leaflets/books? | <input type="checkbox"/> | ... family? | <input type="checkbox"/> |
| ... friends? | <input type="checkbox"/> | ... websites? | <input type="checkbox"/> |
| ... Careers Scotland staff - outside school? | <input type="checkbox"/> | ... Careers Scotland staff - in school? | <input type="checkbox"/> |
| ... other? | <input type="checkbox"/> | | |

(please say what)

26 Where are you most likely to go for information and advice on creating a CV or applying for jobs?

(put a cross in one box on each line)

- | | | | |
|--|--------------------------|---|--------------------------|
| ... class teacher? | <input type="checkbox"/> | ... guidance/pastoral care teacher? | <input type="checkbox"/> |
| ... leaflets/books? | <input type="checkbox"/> | ... family? | <input type="checkbox"/> |
| ... friends? | <input type="checkbox"/> | ... websites? | <input type="checkbox"/> |
| ... Careers Scotland staff - outside school? | <input type="checkbox"/> | ... Careers Scotland staff - in school? | <input type="checkbox"/> |
| ... other? | <input type="checkbox"/> | | |

(please say what)

27 What would encourage you to do more research and planning for your career?
(put a cross beside all that apply)

- Nothing
 - Knowing where to go for information and advice
 - Better quality/more relevant information in booklets/leaflets
 - Better quality/more relevant information on websites
 - Being helped to find information by family
 - Being helped more by Careers Advisers
 - More information about the types of jobs available when I leave education
 - Access to career information in more places (eg youth clubs, leisure centres, etc)
 - More time spent in school for research and planning careers
 - Something else
- (please say what)
-

28 What are the main things that prevent you from doing more research and planning for your career?
(put a cross beside all that apply)

- I know all I need to know about my chosen career
 - I haven't thought much about my career
 - I don't feel ready to research and plan my career
 - I don't know where to go for information and advice
 - I can't access information (eg no computer, library opening times)
 - The quality of the information and advice available is poor
 - I have no one to help me
 - Something else
- (please say what)
-

SECTION 4: YOUR OPINION

29 If you have used the Careers Scotland website at any time, what was your opinion of it?

The Careers Scotland website is ...

	strongly agree	agree	disagree	strongly disagree	not sure
... easy to get into	<input type="checkbox"/>				
... easy to find your way through	<input type="checkbox"/>				
... difficult to understand	<input type="checkbox"/>				
... more suitable for adults than young people	<input type="checkbox"/>				
... attractive to look at	<input type="checkbox"/>				
... useful for getting career information	<input type="checkbox"/>				
... useful for getting career advice when you are not sure	<input type="checkbox"/>				
...t worth recommending to friends	<input type="checkbox"/>				

30 How likely are you to use the Careers Scotland website again in the future?

very likely likely not very likely not at all likely

31 Is there anything else you would like to say about the Careers Scotland website?

SECTION 5: ABOUT YOUR FAMILY

32 Please tell us about your parents/step parents' jobs

(if they are not working at the moment, please tell us about the most recent job each has had)

Mother

What type of business does she work in? (eg shop, school)

What is the name of the job? (eg shop assistant, teacher)

Please describe briefly what kind of work she does in her job.

Father

What type of business does he work in? (eg shop, school)

What is the name of the job? (eg shop assistant, teacher)

Please describe briefly what kind of work he does in his job.

33 Are either of them self-employed?
(put a cross in one box on each line)

	no	yes	not sure
Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

AND FINALLY

34 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.

What would help young people develop their career plans?

Some people say that young people often don't do enough themselves to sort out their career ideas – do you agree or disagree?

Thank you very much for completing this questionnaire
Remember that your answers will be treated in complete confidence

It's been really useful to hear about your experiences and views. Will you help us again?

Would you be willing to fill out another questionnaire about your career ideas and Careers Scotland in a year or so? We would send the questionnaire to you at home or email it to you to fill out online.

If you are willing to do this, please give your name and contact details below. (You don't have to do this, but it would be very helpful. We will NOT pass this information on to anyone else.)

Name: _____

Address: _____

Postcode: _____

Email: _____

Mobile: _____