



Future Frontiers: The impact of career coaching on career readiness and indicators of successful transitions in Year 11 pupils

Executive summary, May 2019



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EXECUTIVE SUMMARY

Taking part in the Future Frontiers programme has significant and positive effects on all aspects of student's career readiness. In particular, pupils showed significant increases in work readiness, career planning and thinking positively about school. These positive changes are equal or better to other career interventions for young people and their shifts in knowledge, skills and attitudes suggest they will be more able to transition into appropriate destinations post-16.

INTRODUCTION

Only one in three disadvantaged students gain very good GCSE grades, compared with more than 60% of wealthier students. Consequently, almost one million young people are currently not in education, employment or training (NEET). Future Frontiers are an organisation which provide face to face career coaching with high levels of meaningful employer interactions and information on the main education and training pathways to year 11 pupils in schools in England. The programme aims to help these young people choose meaningful post-16 destinations and reduce the risk of becoming NEET.

They commissioned iCeGS to evaluate the impact of their programme, this summary describes the short-term outcomes, assessed using two questionnaires, for a group of students who took part in the programme, compared with a group of students from an equivalent school who did not. Specifically, it asked whether taking part in the Future Frontiers programme:

1. Increased career readiness
2. Increased indicators of successful transitions (thinking about the future, talking about the future, experiencing the future and thinking about school)

METHODOLOGY

Two hundred and nineteen Year 11 students in two schools took part in the research. One hundred and four of the students took part in the Future Frontiers programme (coaching school), one hundred and fifteen did not (control school). The coaching and control students completed two questionnaires before the programme started in September 2018 and again in March 2019 after the programme had finished.

The questionnaires used were the Student Career Readiness Index (a validated psychometric being used in the evaluation of the Gatsby Benchmark pilot in the North East) and the Indicators of Successful Transitions (a survey tool developed by the Education & Employers Taskforce). These two

tools assess a number of different elements of career readiness (career planning, transition skills, information and help seeking and work readiness) and different elements which underpin successful transitions (thinking about the future, talking about the future, experiencing the future, thinking about school). Whilst the study will also seek to determine the sustained destinations of these students it is important to assess short-term outcomes to help explain how the programme changes thinking and decision making.

SUMMARY OF MAIN FINDINGS

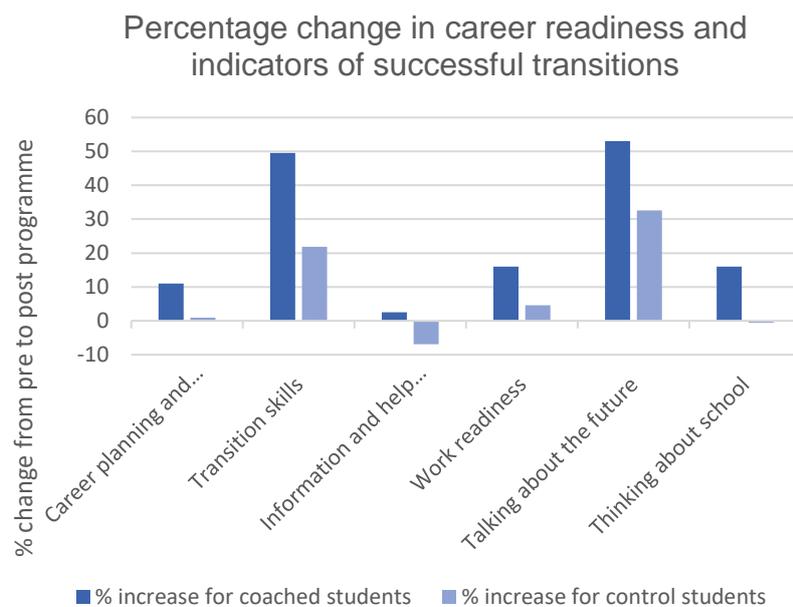
PRE-PROGRAMME

- Students in both schools reported similar experiences of career information, advice and education activities including visiting a workplace and accessing information about apprenticeships, colleges, university and careers.
- Students in both schools reported similar levels of career readiness – there were no differences in their career planning, transition skills, information and help seeking and work readiness.
- Students in both schools reported similar scores on Indicators of Successful Transitions - they were not different in their talking or thinking about the future;
- nor did they differ in how they had experienced the future or what they thought about school.



POST-PROGRAMME

Students who took part in the Future Frontiers programme significantly increased their career readiness and showed stronger indicators of successful transitions compared to the students who did not take part.



IMPACT HEADLINES

Students who took part in the Future Frontiers programme showed significant increase in the following outcomes;



DEFINITIONS OF OUTCOMES

Career Planning: indicators of pupils being able to identify, evaluate and plan for careers aligned to their own strengths and life goals.

Transition Skills: Understanding of the best pathway for me after school and confidence in what's required to access that route.

Thinking positively about school: an indicator of whether the individual has developed an understanding of the ways in which education is of value to future employment

Work readiness: Confidence in accessing different careers

CONCLUSION

Taking part in the Future Frontiers programme has significant and positive effects on all aspects of student's career readiness – compared to students who have not done the programme they show improved career planning and transition skills, are more able to conduct information and help seeking and are more work ready. They have spent significantly more time talking about their futures and have more positive views about school having played a positive role in supporting them to be ready to transition. These positive changes are equal or better to other career interventions for young people and their shifts in knowledge, skills and attitudes suggest they will be more able to transition into appropriate destinations post-16.