

Appendices

Item (1) – SPSS Report which shows the data collected from an analysis of 343 questionnaires which have been completed by a sample of first year LJMU student.

Item (2) Differences in male and female responses (SPSS data, Section C)

Item (3) – Questions which were used during interviews with first year students

Item (4) – Questions which were used during interviews with careers guidance practitioners

Item (1) – SPSS Report which shows the data collected from an analysis of 343 questionnaires which have been completed by a sample of first year LJMU student.

Frequencies

Your current course of study	Frequency	Valid Percent
Biochem or Biomed?	4	1.2
Biochemistry	8	2.3
Biomedical Science	10	2.9
Civil Engineering	1	.3
Events Management	16	4.7
Events Management & Physical Education?	31	9.0
Law	55	16.0
Law & CJ	16	4.7
Law?	60	17.5
Physical Education	5	1.5
Science & Football	36	10.5
Sport & Exercise Sciences	46	13.4
Sport & Exercise Sciences ?	33	9.6
Sport Business	13	3.8
Sport Business ?	9	2.6
Total	343	100.0

Gender	Frequency	Valid Percent
Male	156	49.7
Female	158	50.3
Total	314	100.0
Missing System	29	
Total	343	

AGE

Statistics		
Age		
N	Valid	282
	Missing	61
Mean		19.33
Median		19.00
Range		23
Minimum		17
Maximum		40

Residency	Frequency	Valid Percent
UK	336	98.2
International	6	1.8
Total	342	100.0
Missing System	1	
Total	343	

SECTION A

Question 1 – Did you have careers guidance at school or college?

Yes – 65.6% (225)

No – 22.2% (76)

Can't remember – 12.2% (42)

Question 2 – of those who ticked 'yes' (225 out of the total of 343 respondents) they had a careers guidance interview at school or college:

60.4% (136) stated it was with a Careers Adviser;

16.8% (38) stated it was with a Careers Teacher;

20.4% (46) stated it was with a Connexions Personal Adviser;

2.2% (5) stated it was with 'other' – such as:

- Employer
- Former student now practising law
- Head of sixth form
- Head of year

Question 3 – How many interviews did you have at school or college?

1 interview – 39.6% (89)

2 interviews – 28.9% (65)

3 interviews – 10.7% (24)

4 interviews – 1.3% (3)

5 or more interviews – 4.4% (10)

Can't remember – 15.1% (34)

Question 4 – During which school years did these interviews take place (tick all that apply)

Year 8 – 2.7% (6)

Year 9 – 18.2% (41)

Year 10 – 26.7% (60)

Year 11 – 40.9% (92)

Year 12 – 32.4% (73)

Year 13 – 33.3% (75)

Question 5 – How long was your careers interview?

- Less than 15 minutes – 36.9% (83)
- 15-30 minutes – 44.9% (101)
- 30-45 minutes – 4.4% (10)
- 1 hour – 2.2% (5)
- More than one hour – 0.9% (2)
- Of different lengths (if you had more than 1 interview) – 3.6% (8)
- Can't remember – 7.1% (16)

Question 6 – Which areas did these careers interview(s) cover? Tick all that apply

- GCSE option choices – 31.6% (71)
- Post year 11 options – 48% (108)
- Post year 13 options – 33.3% (75)
- Future career ideas – 58.2% (131)
- University degree choices – 49.7% (112)
- UCAS application process – 29.3% (66)
- Other topics – 0.4% (1)

Question 7 – How useful did you find this careers interview(s)?

- Very useful – 15.5% (34)
- Quite useful – 44.7% (98)
- Of some use – 21.9% (48)
- Not very useful – 11.9% (26)
- Of no use at all – 3.7% (8)
- Not sure – 2.3% (5)

If you selected 'not very useful', 'of no use at all' or 'not sure', please give reasons as to why you did not find your careers interview(s) in school or college useful:

- Advisers were very unhelpful, unsupportive and made students feel very low
- Because I cannot particularly remember what they covered, as a result it seemed a pointless exercise.
- Did not have a full idea of exactly what I wanted to do after sixth form so all advice given came to be irrelevant.
- Did not have info on my career choice
- Did not help me with my future as interviewer was jumping from one career to another and did not listen to me.
- Didn't give me enough information - was too general
- Didn't help in deciding future
- Didn't learn anything from it

- Didn't listen to what I wanted - gave the same advice to everyone.
- Didn't tell me much about my options
- Found the advice too general
- Gave no real guidance outside of GCSE advice, not relevant to anything in the future
- He just wanted to direct girls towards hairdressing or nursing
- Helped me prepare for the future
- I found it to be a formality
- I was told I 'could do anything' no advice was given
- It was interesting what advice / paths were open that could provide me with knowledge
- Just told us to sign up to apprenticeships website and look through that
- Narrowed down my choices
- Narrowed my choice of university course. I was aware of more options available to me post year 13. Knew what research I needed to do to complete choice of university and course.
- No clear guide to after GCSE life
- No guidance
- No relevant information
- Only focussed on education, didn't help me find a job e.g. interview skills
- She applied me for college after I said no
- She suggested so many degrees / jobs which I told her I had no interest in.
- The careers teacher was dismissive of my choice to do law
- They did not tell me anything I did not already know
- They didn't care much
- Told me to do things I did not enjoy because I was good at them. Ended up hating my time in school / college and told me I could never get into law, I was not good enough yet here I am.
- Too general
- Too young for it to be relevant
- Wasn't done individually

Question 8 – Did you receive any careers education at school or college for example, careers lessons, Personal and Social Education (PSE), group sessions or careers / employer events?

Yes – 60.1% (206)

No / Can't remember/ unanswered – 39.9% (137)

If you answered yes to the above question:

Question 9 – In what school year(s) did you receive this careers education? Tick all that apply

Year 7 – 12.6% (26)

Year 8 – 14.6% (30)

Year 9 – 33.5% (69)

Year 10 – 45.1% (93)

Year 11 – 58.7% (121)

Year 12 – 48.5% (100)

Year 13 – 43.2% (89)

Question 10 – Which of the following did this careers education cover?

- GCSE choices – 44.7% (92)
- Post year 11 options – 51.9% (107)
- Post year 13 options – 42.7% (88)
- Future career ideas – 57.8% (119)
- University degree choices – 55.8% (115)
- UCAS application process – 49.5% (102)
- Other topics – 3.9% (8)

Other topics discussed:

- Chelsea analyst came in & gave a talk about his job / the industry
- Employability skills
- General curriculum
- Living at university, how to manage money.

Question 11 – How was this careers education delivered? Tick all that apply

- A careers lesson (careers teacher or form tutor) – 70.4% (145)
- A group lesson (careers adviser or personal adviser) – 27.2% (56)
- A careers of employer event – 27.7% (57)
- Visit to local employer / university / college – 20.9% (43)
- Other – 1.9% (3)

Question 12 – How useful was the careers education which you received at school / college?

- Very useful – 17.3% (35)
- Quite useful – 48.0% (97)
- Of some use – 23.8% (48)
- Not very useful – 6.9% (14)
- Of no use at all – 2.5% (5)
- Not sure – 1.5% (3)

If you selected 'not very useful', 'of no use at all' or 'not sure', please give reasons as to why you did

- Basic, not in depth. Much of the advice did not apply to me.
- Because I did not take any useful information away from it
- Didn't explain options well, I had no idea about A levels.
- Felt it was at a too young age, especially at year 9.
- Had to focus on broad spectrum of opportunities to accommodate whole class. Not very personal to me and my choices.
- It didn't say what was required or how to apply

- It was an insight of what I could do in the future
- Learnt about other people's experiences with gap years / university life. Learnt more about preparing for university and the things I needed to do to progress in my application.
- The teacher wasn't very enthusiastic about what he was telling us and we spent a lot of time on things that not all of us were interested in; for example, I knew I wanted to go to uni so info on gap years wasn't useful.
- They were able to provide you with options for routes to choose from
- Very little individual help
- We got taught careers by the Latin teachers who just stuck an episode of 'The Apprentice' on every session.
- We had to complete an online questionnaire which gave job suggestions based on personality - none of which appealed to my interests

Question 13 – Which careers information did you access whilst at school / college? Tick all that apply.

- Careers information provided directly by your school or college – 60.3% (207)
- Careers information provided directly by your local Careers or Connexions Service – 36.7% (126)
- Information on a careers website – 21.9% (75)
- Other – 1.7% (6)

Question 14 – How did you make the decision about which degree subject to study and which university to choose? Tick all that apply.

Talking to friends and family – 55.1% (189)

Talking to teachers at school / college – 51.0% (175)

Seeking advice from a careers adviser – 16.0% (55)

Reading information on websites – 41.7% (143)

Attending university open days – 48.1% (165)

Applied to the degree course through UCAS clearing process – 11.7% (40)

None of the above – 4.0% (14)

Other – 5.5% (19), such as:

- Always knew what course I wanted to do
- Always planned to do this.
- Being a professional footballer, wanting to stay in sport & having a great interest in sport.
- Enjoyed law a lot at college (but not other subjects).
- Forced to come by parents
- I always knew I wanted to study law
- I am passionate about studying law and as John Moores has a good reputation I chose to study here.
- I knew what career I wanted
- Interests

- It was related to a course I studied before
- Something I've always been interested in
- Something I've always wanted to do
- Wanting to help people in the sport industry, being an athlete myself
- Was on a child nursing degree course up until 3 weeks before course starting
- Work experience in 6th form
- Work experience in my gap year

Question 15 – Which of the following influenced your decision to apply to this degree course at LJMU?

Tick all that apply.

I studied a similar subject at school – 57.1% (196)

I feel it is a subject I am good at and likely to do well at – 49.9% (171)

I considered the career / employment prospects following this course – 54.2% (186)

My choice of degree was limited by what I studied prior to LJMU – 4.4% (15)

Location of where I wanted to study – 22.7% (78)

Other – 1.7% (6), such as:

• I experienced going to family court and had to represent myself
• I need this degree in order to pursue the career that I want
• Interest
• Research / facility
• The football aspect is very specific to my sport interest
• Wanted a challenge

SECTION B

Question 1 – Did you complete work experience during year 10?

Yes – 76.9% (250)

No – 20.9% (68)

Can't remember – 2.2% (7)

Question 2 – How useful did you find this work experience?

Very useful – 24.9% (66)

Quite useful – 39.2% (104)

Of some use – 19.2% (51)

Not very useful – 9.4% (25)

Of no use at all – 5.3% (14)

Not sure – 1.9% (5)

If you selected 'not very useful', 'of no use at all' or 'not sure', please give reasons as to why you did

- Because it wasn't in the profession I want to be in

- Because working with children has no concern with the career I want
- Cut short due to a clash with a holiday
- Did not gain anything from it
- Gave a world of work experience
- I did it because I had to, not because it was relevant to what I wanted to do.
- I did work experience at a horse riding stables before knowing what I wanted to do career-wise. Therefore I didn't participate in any tasks that were useful.
- I didn't know what I wanted to do
- I was working in a hair & beauty academy. No relevance to law.
- It was 6 hours in the army on one day
- It was in a nursery
- It wasn't what I wanted to do
- My school didn't offer any help, and at such short notice I could only get to a primary school
- Not related to the job I wanted to go into (Hilton Hotel)
- Provided opportunities to gain a variety of communication skills to deal / handle different ages of customers
- Sat at a desk for 5 days for eight hours a day, doing nothing. On the other hand, learned I never want to work in an office.
- Skill development
- The organisation was in a large state of staff turnover which seemed to negatively affect my experience.
- There was not any work experience available that was relevant to my career aspirations
- They made me clean out a cupboard for 4 days
- Was in a career I had no interest in.
- Was not relevant to what I want to do
- Was nothing to do with what I want to be
- Wasn't completely linked to my desired career
- Wasn't really assigned to do much, felt like a waste, also the manager was off the week I was there.
- Wasn't related to what I want to do as a career and I wasn't able to trial many areas of what the job involved.
- Work experience was curtailed due to lack of attendance from the majority of students. This wasn't very useful as I cannot put any experience on my CV

Question 3 – Have you had or do you currently have a part-time paid job?

Yes – 78.0% (256)

No / unanswered – 22.0% (72)

Question 4 – If yes, in what field of employment is / was this job?

Retail – 33.2% (109)

Bar / restaurant – 38.1% (125)

Office work – 6.7% (22)

Hospital / care work – 4.3% (14)

Other, such as:

- A food shop

- A kids farm park
- ASDA
- Children's summer scheme
- Club promoting
- Coach at a local tennis club
- Coaching
- Community nursery nurse
- Council work
- Event organiser
- Football coaching
- Football refereeing
- Gymnastics coach
- Hospitality
- In a school as a sports helper
- KFC part time in Liverpool and back home
- Kitchen work
- Language teaching invigilating
- Leisure - worked for the council as a lifeguard
- Leisure industry
- Lifeguard
- Lifeguard / receptionist
- Lifeguard & swim teacher in leisure centre
- LJMU student advocate & football coaching
- Maths tutor
- Opposition & performance analyst at Huddersfield town (1st team). Writer at New York Red Bulls & Spielveragerung
- Outdoor activity centre
- Referee
- Semi-professional football. Coaching in the summer
- Shop assistant
- Sports Direct
- Stewarding
- Volunteer youth football coach age 14-18
- Work at Crewe Alexandra FC as a performance analyst intern
- Worked in a school

Question 5 – Have you ever done or are you currently doing any voluntary work?

Yes – 57.9% (186)

No – 42.1% (135)

If yes, please give details:

- After school club and working with patients in a hospital
- After school PE with lower years
- Aiding year 7,8 and 9 PE lessons during sixth form

- Aintree University Hospital
- animal sanctuary
- Around school
- As a PE Teacher
- As I wanted to study law, I volunteered in a solicitors in the summer during the college.
- At Halton Haven Hospice, Runcorn
- Barnardo's
- Bebington High Sport College
- British Heart Foundation
- Care assistant. Marketing assistant
- Care work
- Caring for disabled adults. In dental practices. Maxillofacial surgery ward care.
- Charity
- Charity fund-raising, working in charity shops
- charity organisation
- Charity shop
- Charity shop - Yorkshire Cat Rescue
- Charity shop volunteer (stock and till). Currently training to volunteer for St Johns Ambulance
- Charity shop, library, helping pupils to read in school
- Charity work for Halton Haven Hospice
- Cheerleading and dance with younger years
- Childcare
- City Stars project for International Business Festival 2014
- Clerical work
- Coaching
- Coaching and refereeing for free
- Coaching at football club
- Coaching tennis and football
- Coaching U19s football team
- Coaching, youth work
- Coaching; fundraising; charity (clothes donation)
- Conservation
- Council work
- Cuffe & Taylor, Visit Blackpool, Sixth Media
- Dance teaching assistant
- Dental practice
- Events management. Charity work
- Foodbanks, carehome
- Football coach
- Football coaching
- Football coaching & managing & LJMU men's 1st team football squad performance analyst
- For D of E did 6 months in Y10
- Friends for leisure - disability
- Fundraising for cancer research & LGBT charities & building a school in Gambia
- Gardening

- Girl guides. Sports leaders - coaching a basketball team / table officiating basketball games.
- Gym GP referrals
- Gymnastics coach
- Gymnastics level 1 coach - club badge
- Habitat for humanity
- Halton play scheme
- Handball coaching
- Have previously done voluntary work at local primary school
- Heart and Chest Hospital at Broad Green Hospital as meeters and greeters
- Helped out at Salvation Army Church & Community Centre
- Helping out with local sports teams, ie managing as well as helping to organise events such as fundraisers or tournaments.
- Helping teach young children to swim. Police. Helping teach maths to primary school children.
- Horse riding for the disabled association
- Hospital help
- Hospital, care home
- HTFC & Spielverlagerung
- Human rights / law firm, South Africa
- I did volunteering work with the college, such as coaching football and tennis at dinner times.
- I have volunteered at my church back home to serve tea, coffee and biscuits for the elderly every week.
- I have volunteered in churches and charity shops, along with homeless shelters
- I run a children's football team for Hope Farm JFC
- I volunteer for Mencap (Rugby Gateway Club)
- I volunteered in a variety of roles
- I volunteered in the British Heart Foundation through NCS and raised money for Zoes Place
- I worked at the local gymnastics club as part of completing my Duke of Edinburgh Bronze award
- In a charity shop
- In a school
- In an elderly care home. In a primary school
- In college I volunteered to help in high school drama classes
- In two solicitors firms
- Leader for girl guiding UK
- Legal secretary in RTA solicitors. Magistrates Court.
- Live at home scheme, visiting elderly in their own homes to help them remain independent
- Local children's after school club
- Local school back at college
- Local youth club, few times a week for a month or two
- Merseyside Police Volunteer Cadets
- National Citizen Service
- NCS
- NCS, Street Volunteers, Course Rep, CAFOD
- Netball coach
- On placement
- Oxfam charity shop 2 years. Primary school 1 term, 1 day per week. Old peoples home, 6 months

- Oxfam retail
- Part-time voluntary PE teaching
- PE Teaching
- PE teaching - primary
- Personal aid relief worker
- Phillipines Christian Foundation - teaching English
- Pope John Paul II Voluntary Programme
- Primary school after school club. Helping in workshop for disabled children.
- Primary, secondary schools, hospitals, biomechanics labs etc
- Prince of Wales hospice volunteer work
- Rehabilitation
- School
- School charity event
- Schools
- Shadowing physiotherapist and chiropractor. Coach judo in schools
- Spent an hour a week for eighteen months helping special needs children in after-school activities
- Spital Farm Fields - one day voluntary work to help them organise for an upcoming event ie make posters, clean where animals live.
- Student rep, S & C coach
- Summer camps
- Summer schools and work with the YMCA and the Student Union
- Teaching kids to swim between the ages of 5 and 7
- Tennis coaching
- Translating English to Polish for people who struggled with English in secondary school
- Used to help coach a local football team U9's
- Vitalise respite centre, around 12 weeks or more
- Voluntary gardening at festival garden site
- Voluntary work at EITC
- Voluntary work experience - Drumahoe Vet Clinic (observing, shadowing procedures)
- Voluntary work for Duke of Edinburgh Award
- Volunteer coach - volleyball
- Volunteer coaching abroad
- Volunteer fundraising for local disabled children's charity. Volunteer assistant working with disabled children at outdoor centres.
- Volunteer in youth club
- Volunteer sports coach at local leisure centre
- Volunteered at a disability centre
- Volunteered at senior citizens home, regularly. Volunteered collecting for Macmillan / Marie Curie regularly.
- Volunteered for local hospital
- Volunteered for Toytopia exhibition. Arranged a charity event
- Volunteered in a charity shop
- Volunteered in an old people's home. Regularly help at charity events locally.
- Volunteered in blue cross for pets charity shop for 6 month
- Volunteered in nursing home & children's home

- Volunteered in rehabilitation ward in hospital
- Volunteered in YMCA for 6 months. Volunteered in charity for DoE.
- West Derby School
- Whilst at school / college worked in charity shops and volunteered in local schools.
- Woodlands Hospice
- Work experience - Resurrection, Bold Street
- Work experience at a law firm
- Work in charity shop
- Worked at a gymnastics club for a year
- Worked at local Red Cross
- Working in a charity shop
- Working in a hospice. Volunteered at a cancer research charity shop. Carer volunteer at a care home.
- Year long gym placement
- Youth club

SECTION C

Question 1 – How able do you feel you are in the following:

choosing a career path

- Very able – 25.5% (83)
- Quite able – 47.9% (156)
- Don't know – 13.8% (45)
- Moderately able – 10.4% (34)
- Not able at all – 2.5% (8)

finding relevant job vacancies, work experience or voluntary work

- Very able – 16.9% (55)
- Quite able – 50.8% (165)
- Don't know – 13.5% (44)
- Moderately able – 14.5% (47)
- Not able at all – 4.3% (14)

accessing relevant, accurate careers information which will help with your career planning

- Very able – 19.3% (63)
- Quite able – 47.2% (154)
- Don't know – 14.7% (48)
- Moderately able – 16.0% (52)
- Not able at all – 2.8% (9)

writing an effective CV targeted towards a specific job role

- Very able – 16.3% (53)
- Quite able – 44.5% (145)
- Don't know – 13.5% (44)
- Moderately able – 21.8% (71)

- Not able at all – 4.0% (13)

producing a strong application form which will lead to me being selected for interview

- Very able – 14.4% (47)
- Quite able – 37.7% (123)
- Don't know – 20.9% (68)
- Moderately able – 22.7% (74)
- Not able at all – 4.3% (14)

performing well at a job interview or other tasks which employers may use when recruiting for jobs

- Very able – 18.2% (59)
- Quite able – 42.8% (139)
- Don't know – 16.3% (53)
- Moderately able – 20.0% (65)
- Not able at all – 2.8% (9)

researching and applying to further courses (e.g. PGCE or other PG) for after your degree course

- Very able – 17.3% (56)
- Quite able – 45.4% (147)
- Don't know – 20.7% (67)
- Moderately able – 13.9% (45)
- Not able at all – 2.8% (9)

Question 2 – Which of the following services available from the WWCC do you feel is likely to be useful to you whilst you are at university? Tick all that apply.

- A careers interview with a CA to discuss your future career direction and find out about options – 66.2% (227)
- An appointment with an EA to have your CV, cover letter or any job application forms checked – 66.5% (228)
- Use of WWCC 'my jobs and placements' website which advertises internships, part-time and graduate jobs – 62.4% (214)
- Access to relevant careers information such as guides or employer brochures or direction to relevant websites – 46.9% (161)
- Attending careers group sessions either optional or as part of course which cover a range of employability topics – 38.2% (131)
- Support in completing the WSCP – 56.0% (192)
- Participating in webinars which cover a range of employability topics – 24.5% (84)
- Attending employer talks / events to gain insight into different jobs and network with relevant professionals – 58.0% (199)
- Attending talks by alumni which will inform you about which job roles they have gone into following their degree – 37.9% (130)
- Other – 1.5% (5)
 - Please state: Insight days

Item (2) Differences in male and female responses (SPSS data, Section C)

Your future career planning

1. How able do you feel to complete the following tasks:

	Male	Male	Female	Female
		Valid	Freq.	Valid percent
choosing a career path	Frequency	Percent		
Very able	38	26.0	39	25.3
Quite able	69	47.3	75	48.7
Moderately able	17	11.6	16	10.4
Don't know	18	12.3	21	13.6
Not able at all	4	2.7	3	1.9
Total	146	100.0		

	M	M	F	F
		Valid	Frequency	Valid Percent
finding relevant job vacancies	Frequency	Percent		
Very able	27	18.6	22	14.3
Quite able	74	51.0	80	51.9
Moderately able	28	19.3	18	11.7
Don't know	11	7.6	26	16.9
Not able at all	5	3.4	8	5.2
Total	145	100.0		

	M	M	F	F
			Frequency	Valid Percent
accessing relevant, accurate careers information which will help with your career planning	Frequency	Valid Percent		
Very able	32	21.9	26	16.9
Quite able	63	43.2	76	49.4
Moderately able	31	21.2	19	12.3
Don't know	15	10.3	29	18.8
Not able at all	5	3.4	4	2.6
Total	146	100.0		

	M	M	F	F
			Frequency	Valid Percent
writing an effective CV	Frequency	Valid Percent	Frequency	Valid Percent
Very able	29	19.9	18	11.7
Quite able	68	46.6	67	43.5
Moderately able	33	22.6	34	22.1
Don't know	13	8.9	26	16.9
Not able at all	3	2.1	9	5.8
Total	146	100.0		

	M	M	F	F
producing a strong application form which will lead to me being selected for interview	Frequency	Valid Percent	Frequency	Valid Percent
Very able	25	17.1	15	9.7
Quite able	59	40.4	59	38.3
Moderately able	36	24.7	33	21.4
Don't know	21	14.4	38	24.7
Not able at all	5	3.4	9	5.8
Total	146	100.0		

	M	M	F	F
performing well at a job interview	Frequency	Valid Percent	Frequency	Valid Percent
Very able	31	21.2	22	14.3
Quite able	67	45.9	64	41.6
Moderately able	24	16.4	35	22.7
Don't know	21	14.4	27	17.5
Not able at all	3	2.1	6	3.9
Total	146	100.0		

	M	M	F	F
researching and applying to further courses for after your degree course	Frequency	Valid Percent	Frequency	Valid Percent
Very able	28	19.3	25	16.2
Quite able	67	46.2	68	44.2
Moderately able	22	15.2	20	13.0
Don't know	25	17.2	36	23.4
Not able at all	3	2.1	5	3.2
Total	145	100.0		

Item (3) – Questions which were used during interviews with first year students

Title of Project

To what extent has the fragmentation of careers education and guidance - offered to young people in schools and colleges – affected the level of ‘career readiness’ which students have when they arrive at university?

Name of Researcher and School/Faculty

Laura Aldridge, Careers Adviser, based at The World of Work careers Centre.

Please note:

You are being invited to take part in a research study. Before you decide it is important that you understand why the research is being done and what it involves. Please take time to read the following information. Please ask if there is anything that is not clear or if you would like more information. Take time to decide if you want to take part or not.

1. What is the purpose of the study?

The purpose of this study is to find out what experience Level 4 LJMU students have had of careers education and guidance before they have come to university. Although we recognise that LJMU students’ experiences are likely to have been varied, we would like to see if there are any themes which emerge. We would also like to assess Level 4 students’ current level of confidence in their career planning, and what type of careers support students feel that they may now want or need. The findings will therefore inform the work which The World of Work Careers Centre Staff do with students. For example, if we find that our students have had very little careers support prior to coming to university, then we will be able to adjust our practices and services accordingly.

2. Do I have to take part?

No. It is up to you to decide whether or not to take part. If you do you will be given this information sheet and asked to sign a consent form. You are still free to withdraw at any time and without giving a reason. A decision to withdraw will not affect any future services which you will receive from The World of Work Careers Centre.

3. What will happen to me if I take part?

Your involvement in this study will be limited to a half hour interview (or 45 minute focus group) with the researcher. The researcher will ask a number of questions which will aim to find out about your past experience of careers education and guidance. The interview will be taped in order to enable the researcher to recall any relevant findings. Your contribution to the project will be anonymous i.e. although the researcher may report on certain trends identified through the interviews (or even quote from interviews) none of the interviewees will be named when the research findings are written up. The tape

4. Are there any risks / benefits involved?

There are no risks of taking part in this study. The benefit to the participants is that it will give them the chance to give feedback on their past experiences of careers education and guidance and to report to the researcher about which services they feel would be most beneficial from The World of Work Careers Centre, going forward.

5. Will my taking part in the study be kept confidential?

All participants will be anonymous and confidentiality will be maintained throughout the process. Any tapes or transcripts will be stored securely on LJMU premises for 5 years. Verbatim quotations will be used from the process.

This study has received ethical approval from LJMU’s Research Ethics Committee. Reference: 15/WOW/001 on 19/10/15.

Contact Details of Researcher: Laura Aldridge
l.aldridge@ljmu.ac.uk

If you any concerns regarding your involvement in this research, please discuss these with the researcher in the first instance. If you wish to make a complaint, please contact researchethics@ljmu.ac.uk and your communication will be re-directed to an independent person as appropriate.

Verbal Questions for Level 4 One to One Interviews

1. What is your age?
2. Did you come straight from school or college to university or did you have some time out in between (for example for a gap year, or some time spent working)?
3. Do you recall having a one to one careers guidance interview at school or college with a Careers Adviser or other Careers Professional? If so what are your recollections of this interview/these interviews?
4. What was your experience of careers education at school/college? For example do you remember any careers lessons either delivered separately or as part of PSE (Personal Social Education)? Do you remember attending any careers or employer events at school?
5. What work experience, paid part-time work or voluntary work have you completed so far?
6. How did you make the choice about which degree subject to study and which university to go to?
7. How confident do you now feel in choosing and planning a career for after your degree course?
8. How confident do you feel about looking for work experience or placements whilst at university?
9. How confident do you feel about making applications for jobs or placements and attending employer interviews?
10. Which services – which The World of Work Careers Centre offers – do you feel are likely to be most useful to you whilst you are at university?

Item (4) – Questions which were used during interviews with careers guidance practitioners

Title of Project

To what extent has the fragmentation of careers education and guidance - offered to young people in schools and colleges – affected the level of ‘career readiness’ which students have when they arrive at university?

Name of Researcher and School/Faculty

Laura Aldridge, Careers Adviser, based at The World of Work careers Centre.

Please note:

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6. What is the purpose of the study?

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As background to this, we would like to find out more about the careers education and guidance services available to young people in schools and colleges. It is therefore valuable to speak to Careers Practitioners who are currently engaged in delivering careers services to young people 11-18 in full-time education, to hear their perspective on this. This will help to contextualise this research.

7. Do I have to take part?

No. It is up to you to decide whether or not to take part. If you do you will be given this information sheet and asked to sign a consent form. You are still free to withdraw at any time and without giving a reason.

8. What will happen to me if I take part?

Your involvement in this study will be limited to one hour with the researcher. The researcher will ask a number of questions which will aim to find out about your experience of delivering careers services to young people aged 11-18. The interview will be taped in order to enable the researcher to recall any relevant findings. Your contribution to the project will be anonymous i.e. although the researcher may report on certain trends identified through the interviews (or even quote from interviews) none of the interviewees will be named when the research findings are written up.

9. Are there any risks / benefits involved?

There are no risks of taking part in this study. The benefit to the participants is that it will give them the chance to give feedback about how they deliver careers services to young people aged 11-18, and to talk to the researcher about how this may affect these clients with their future career planning. This could lead to useful discussions around professional practice between the participant and the researcher, for example around how Higher Education Careers Advisers can best work with School/College Careers Practitioners to support the transition which young people make from full-time education to Higher Education. The participant will also have the chance to receive full details of the findings of the research project.

10. Will my taking part in the study be kept confidential?

All participants will be anonymous and confidentiality will be maintained throughout the process. Pseudonyms will be used in transcripts and written documents to help protect the identity of individuals and organisations. Any tapes or transcripts will be stored securely on LJMU premises for 5 years. Verbatim quotations will be used from the process.

This study has received ethical approval from LJMU’s Research Ethics Committee on 19/10/15. Reference 15/WOW/001.

Contact Details of Researcher: Laura Aldridge

If you any concerns regarding your involvement in this research, please discuss these with the researcher in the first instance. If you wish to make a complaint, please contact researchethics@ljmu.ac.uk and your communication will be re-directed to an independent person as appropriate.

1. Your current role and company which you work for:
2. Your background – how long have you been working in the careers profession and what training or qualifications did you undertake before going into this role?
3. What does your current role involve?
4. How do you think careers guidance services for young people have changed since The Education Act in 2011 which transferred responsibility for careers guidance from local authorities to schools and colleges?
5. How do you deliver careers services to young people?
6. Around which percentage of young people do you see one to one?
7. Which careers activities does the school/college where you are working offer to pupils/students (for example through PSE, careers lessons or employer events)?
8. In the school/colleges where you work what support do Year 12 and 13 pupils receive with making degree course and university course choices?
9. Does the careers education programme which is in operation (in the school or college where you work) result in career ready young people?
10. If not, what do you think Higher Education Careers Services could do to support you?