



Department  
for Business  
Innovation & Skills

**BIS RESEARCH PAPER NUMBER 192**

National Careers Service Satisfaction  
and Progression Surveys: Annual  
Report (April 2013-March 2014  
fieldwork)

DECEMBER 2014

RESEARCH

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Business, Innovation and Skills.

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Research paper number 192

December 2014

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# Chapter 1: Executive Summary

This report presents findings of research conducted among National Careers Service customers that received advice via the service's telephone and face-to-face channels and/or visited the National Careers Service website. This is the third year of research of telephone and face-to-face customers (although in the first year the service was branded as Next Step) and the second year that research evidence has been collected of customers' experience of using the National Careers Service website<sup>1</sup>. The research examines customer satisfaction with the service and their progression subsequent to their call / meeting with an adviser or visit to the website. The fieldwork was undertaken from April 2013 to March 2014. The research involved two distinct elements:

## Satisfaction:

- Face-to-face and telephone customers: 8,795 interviews were conducted by telephone in the month after the adviser session (hence covering adviser sessions taking place from March 2013 to February 2014).
- Customers visiting the website: 9,476 responses were completed by visitors to the National Careers Service website from August 2013 to March 2014 – all completed a pop-up survey when they visited the site.

## Progression:

- Face-to-face and telephone customers: telephone interviews were conducted six months after the adviser session (hence covering adviser sessions taking place from October 2012 to September 2013). A total of 6,392 interviews were undertaken for this element of the research.
- Customers visiting the website: this was conducted via an online survey sent by e-mail to online customers 3 months after completing the pop-up survey. 817 customers completed this survey between April 2013 and March 2014.

## The customer profile and reasons for contact

Most face-to-face customers are male (60%), whereas most telephone and website visitors are female (55% and 59% respectively). Across all three channels just over half of customers are aged 25-49, though the telephone service has far fewer customers aged 50 plus (9%) than either the face-to-face or web service (24% and 25% respectively). The telephone service serves a high proportion of customers whose first language is not English (18%).

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<sup>1</sup> The report for the Year 1 survey was published at: <http://www.bis.gov.uk/assets/BISCore/further-education-skills/docs/N/12-p161-next-step-satisfaction-and-progression-surveys-2012.pdf> and the report for Year 2 at: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/255591/bis-13-P161-national-careers-service-annual-report-2012-2013.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/255591/bis-13-P161-national-careers-service-annual-report-2012-2013.pdf)

Although the majority of customers across all three channels were qualified to at least Level 2, the proportion with no qualifications at this level is much higher among face-to-face customers (39%) than telephone customers or website users (19% and 20%).

One of the most clear cut demographic differences by channel is working status. Just 14% of face-to-face customers were working at the time of their adviser session, with the vast majority unemployed and looking for work (73%). In comparison half of telephone customers (51%) and just over two-fifths (42%) of website users were working (with 26% and 34% respectively unemployed and looking for work). These patterns are similar to Year 2, though there has been a significant increase in the proportion of telephone customers in work at the time of their contact (from 47% in Year 2 to 51%).

Clearly the different employment situation and qualification levels of customers accessing different parts of the service mean they have different starting points and different requirements in terms of assistance. This is reflected in the reasons why customers access the service.

The most common reason for face-to-face and telephone customers contacting the National Careers Service was to obtain information to help find a job (73%). Also frequently mentioned were general careers guidance (64%), to get information about courses to do with a current or future job (62%), to get information or advice about a specific career or industry (60%) or for help with their CV (59%). Over a quarter admitted getting in contact in order to keep their benefits, and more mentioned this factor (28%) than in previous years (17% in Year 1 and 25% in Year 2).

Face-to-face customers tend to be very focussed on seeking employment outcomes, for example wanting to obtain information to help find a job (77% vs. 42% of telephone customers), getting general careers guidance or advice (66% vs. 48%), getting help with their CV (64% vs. 20%) and developing job interview skills (44% vs. 16%). Telephone customers on the other hand tend to be much more focused on learning, for example 64% wanted to find out about sources of funding for studying and training (compared with 36% of face-to-face customers).

Website users were more likely to be looking for information or advice on jobs and careers (59%) than on courses or learning (26%).

## Overall Customer Satisfaction

Customers continue to rate the service very highly. Overall 94% of face-to-face and telephone customers agreed that the service was good; and 85% were satisfied overall, with 41% very satisfied. While high, these figures have not changed significantly compared with results in Year 1 and Year 2. Face-to-face customers, those in learning at the time of their adviser sessions and those aged under 25 continue to be more satisfied than average.

Overall 78% of website users in Year 3 were satisfied with the website overall, with 41% very satisfied, and 6% dissatisfied. Satisfaction has increased from Year 2 when 76% were satisfied and 39% very satisfied. Women and under 25s were more satisfied than average.

## Aspects of service delivery – telephone customers

The vast majority of customers were satisfied with the time taken for the call to be answered (86% v 3% dissatisfied), and this has increased slightly (though statistically significantly) compared with Year 2 (84%).

Most people were handled in a single call (72%). Although this is no change from Year 2, there has been a significant rise in the proportion of telephone advice customers dealt with in multiple calls (from 36% to 46%). Where more than one call was required, most customers were dealt with by different advisers (60%). As in previous years, those dealt with in a single call are more satisfied than those requiring multiple calls, and if multiple calls are needed those dealt with by a single adviser are more satisfied than those handled by multiple advisers.

Just over half of telephone customers (52%) were told information would be sent following the session, a significant increase compared with Year 2 (49%). Although most said they had received this information (88%), 10% said it had not (yet) arrived. Customers expecting information which had not arrived were far less often *very* satisfied than those receiving the information.

## Aspects of service delivery – face-to-face customers

Two-thirds (66%) of face-to-face customers had a single meeting with an adviser, no significant change to Year 2 (67%). Face-to-face customers who had more than one meeting with an adviser were more satisfied overall (48% very satisfied) than those having a single meeting (36%). There was wide variation in the likelihood of having multiple sessions:

- By contractor: clients in London and the North East were very likely to have a single face-to-face session (76% and 75%). In contrast approaching half of those seen by Economic Solutions in the North West (47%) and those seen in the South East (45%) had multiple sessions.
- By employment status: those unemployed and looking for work were far more likely than those in work to receive multiple sessions (34% vs. 24% respectively).

Most customers who had more than one meeting saw the same adviser (71%). These customers were more likely to be satisfied overall than those seeing different advisers. This clearly suggests that seeing the same adviser is best practice.

A third of customers (34%) recalled undertaking the Skills Health Check (no change from Year 2), and the vast majority (88%) found it useful. Customers using the Skills Health Check were more positive about the overall service than average.

Three-fifths (60%, no significant change from the 59% in Year 2) recalled a Skills Action Plan being developed, rising to more than two-thirds (68%) among those having multiple sessions. (As a note, all face-to-face customers in the sample will have participated in the development of a Skills Action Plan, hence there is an issue of recall.) There was wide variation in recall by Prime Contractor, from 71% among customers of Tribal in the South West to 45% among those seen in Yorkshire and Humberside. Customers who recalled the use of a Skills Action Plan were more likely to be *very* satisfied with the National

Careers Service overall (45%) than those not remembering an action plan being developed (32%).

There has been a gradual improvement in results relating to Lifelong Learning Accounts (LLAs). Across both face-to-face and telephone customers, although the majority said LLAs were not discussed (58%) and a further 10% were not sure, the proportion saying they were not discussed has fallen from 70% in Year 1 and 64% in Year 2. Similarly there was a slight increase in the proportion of face-to-face and telephone customers opening an account during their meeting (from 6% in Year 1, to 7% in Year 2 and 8% in Year 3) and since the meeting (from 4% in Year 1 to 6% in Year 2 and 8% in Year 3). Face-to-face customers were more likely than average to open an account during the meeting (9% vs. 5% telephone customers) or after the meeting (8% vs. 4% telephone customers).

## Rating of advisers and the information and advice

Satisfaction with the adviser for their professionalism, helpfulness, knowledge, and understanding of the client's needs was high (90%-95% of face-to-face customers satisfied, and 85%-93% of telephone customers). Customer satisfaction with the information and advice being clear and easy to understand, useful, and it helping them to make an informed choice about what to do next was also high (86%-94% of face-to-face customers and 80%-90% of telephone customers satisfied; 10% of telephone customers were dissatisfied with getting the information, advice and guidance to make an informed choice about what to do next).

However, whereas Year 2 saw an increase (of 1%-5%) in the proportion *very satisfied* on each of these areas, the reverse is true in Year 3 (with a decrease of 1%-4% in the proportions very satisfied). Hence while results remain high, the proportions very satisfied have returned to Year 1 levels.

## Service delivery – website customers

Most users of the website found all (31%) or most (31%) of the information they wanted on their recent visit(s). This compares with 19% only finding some of the information they wanted and 7% finding none of what they had been looking for – 12% stated that they had not been looking for information. These results are no different to Year 2.

The most common website features / tools used remain the Skills Health Check (38%), CV Builder (30%) and Job Profiles (26%, rising to 37% among those aged under 25), with around a fifth also accessing their Lifelong Learning Account (21%) or looking at the Careers Advice pages (19%). Overall 15% (rising to 22% for first time visitors) said that they had just browsed the site, not using any of the tools or features that were on offer.

Usage patterns for each tool / feature are similar in Year 3 to Year 2, other than for an increase in use of Skills Health Check and Job Profiles (of two percentage points), and a decrease in use of CV Builder (by three percentage points).

All the main tools/features are rated as useful by the vast majority of users (from 83% for course search up to 97% for Job Profiles). Job Profiles is by far the highest rated with almost two-thirds of those rating the tool thinking it *very useful* (64% – for other tools around two-fifths thought them very useful).

The Course Search and the Action Plan functions were the least well rated of the main tools / features: 17% of users of Course Search and 13% of users of Action Plans thought these had not been useful (for most other tools 4%-9% of users thought each had not been useful). That said, ratings of Course Search have improved since Year 2.

Over four in five users of the web service expressing an opinion on each measure thought that the information on the site was clear and easy to understand (88%), of high quality (85%) and easy to find (85%), and that the website was easy to use (85%). On each measure around 5% thought the website poor. Results are a little more positive than found in Year 2.

## Key drivers of satisfaction / areas for attention

Correlation analysis examining the association between ratings on individual measures and overall satisfaction indicate that for face-to-face and telephone customers, two measures of high importance and *relatively* low satisfaction, (hence areas for consideration as to how satisfaction can be improved) remain: the usefulness of the information, advice and guidance (IAG), and getting IAG to help make an informed choice about what to do next. These are much more important than logistical factors such as the convenience of the meeting time or the speed of answering the phones, which though they perform well are much less critical to overall views of the service. As reported in Year 2, it needs to be noted that mystery shopping research shows that these logistical factors can be important to people contacting the organisation, hence it may be that these factors may well be 'hygiene factors' which can cause dissatisfaction if not well performed, but contribute relatively little to positive customer satisfaction.

Among online customers the two key aspects that emerged as being important (highly correlated to overall satisfaction) but having *relatively* low satisfaction (and thus needing focus) are: the effectiveness of site search and the ease of finding the information they are looking for (the latter factor was found to be the most associated with overall satisfaction).

## Progression among face-to-face and telephone customers

In terms of progression achieved 6 months after the advice session, results are very positive, and higher than found in Year 2. Of course the improving economic situation needs to be taken into account:

- Half (50%) had **progressed in employment** (significantly higher than the 46% in Year 2), through changing jobs / getting a job (32%, up from 29% in Year 2), taking up voluntary work (19%), changing career (16%) or achieving a pay rise or promotion (11%). Face-to-face and telephone advice customers were more likely to have achieved employment progression (51% and 50%) than telephone information customers (45%).
  - Approaching three-fifths (57%) of customers experiencing employment progression felt the adviser played a big part (19%) or some part (38%) in helping them achieve the progression. This is significantly higher than in Year 2, when 54% said the adviser session had helped them achieve the employment progression.
- Nearly two-thirds had **progressed in learning** (65%, up from 63% in Year 2), through undertaking formal or informal learning since the advice session. Learning



progression was higher among telephone information and advice customers (74% and 69% respectively) than face-to-face customers (64%) reflecting the fact that telephone customers are more focused on learning when contacting the service.

- Just over three-fifths of these customers felt that the adviser had played some part in helping them achieve learning progression (63%, up from 61% in Year 2), including a quarter (27%) who felt the adviser played a big part. Face-to-face customers and those qualified to below Level 2 were particularly likely to say the adviser played a part in their Learning Progression (64% and 73% respectively).
- Most (89%) had achieved **personal added value** in the six months since the session, by developing skills, improving their confidence, and increasing their ability to make decisions about their future [88% in Year 2]. More than half felt that their CV writing or interview skills had improved since their adviser session (62%), as well as their self-confidence (61%), and/ or skills related to current or future employment (51%).
- Most of these customers gaining skills or self-confidence in the six months following the adviser session felt the adviser played a part in achieving these developments (75%).
- Overall 94% had progressed in at least one of these areas (employment, learning or personal added value).

Overall 15% of those not progressing in learning and 13% of those not progressing in employment felt the adviser could have done more to help them achieve progress in those areas. In both areas these customers tended to mention being made more aware of more training or job options, getting more or better information about courses or jobs, receiving more follow-up (such as a call back), and the adviser being more encouraging.

## Progression among online customers

Nine in ten website users, who had not had any other dealings with the National Careers Service ('web-only' respondents), experienced some form of progression in the three months following their website visit (90%).

- 44% of web-only users had progressed in employment (significantly higher than found in Year 2 (34%)
  - A third (34%) of these customers felt that visiting the National Careers Service website had helped them achieve these changes (equivalent to 15% of all web-only respondents, not significantly different to the 11% in Year 2).
- 72% of web-only users had progressed in learning. This was most often self-teaching to try and develop their own skills without taking part in a formal course.

- Again around a third (36%) of those who had done some learning or training attributed the decision to do so, at least in part, to visiting the National Careers Service website (equivalent to 26% of all web-only respondents).
- 66% of web-only customers had added personal value in the three months since visiting the website (the comparative figure in Year 2 was 60%): half of all customers reported an increase in confidence making decisions regarding their future (54%, up from 46% in Year 2) or about planning their next career move (51%, up from 38% in Year 2).

## Prime Contractor

The National Careers Service face-to-face offer is delivered by 11 Prime Contractors operating across 12 regions in England, though with some regions having more than one Prime Contractor. Chapter 9 provides details of results by Prime Contractor (and also discusses differences in the demographic profile by Prime Contractor).

On KPI satisfaction measures (agreeing the service was good, overall satisfaction and willingness to recommend the service) customers in London are slightly (though statistically significantly) less positive than average (as was also the case in Year 1 and 2).

There are differences in the likelihood of customers having two or more meetings, and in customer recall of use of the Skills Health Check and of a Skills Action Plan being drawn up (these are discussed in Table 9.3). The National Careers Service needs to consider the extent to which variation is acceptable, and potentially reflecting local needs, compared against a more uniform service being delivered nationwide.

Regarding progression, customers in London and the East Midlands were the most likely to have achieved employment progression (each 57%), while those in the North East were significantly less likely than average to have achieved employment progression (45%). Those in Yorkshire and Humberside were significantly less likely to achieve learning progression (59% vs the average of 64% among face-to-face customers). Having performed significantly below average for the proportion of customers achieving any progression in Year 2, in Year 3 slightly more customers than average in the East Midlands reported any progression.

## Key changes in Year 3 compared with Year 2

The following section highlights some of the key changes from Year 2 to Year 3.

### For demographic factors

- The face-to-face service had more males and more customers aged 50 or over than in Year 2; the telephone service had more that were working at the time of their interaction with the adviser (51% from 47%); and the online service had fewer having their first ever interaction with the National Careers Service (43% from 47% in Year 2).

### For 'logistical' factors:

- More telephone customers were told they would be sent information following the session (from 49% in Year 2 to 52%)
- More face-to-face and telephone customers said Lifelong Learning Accounts were discussed (in Year 1 70% said they had *not* been discussed, in Year 2 this fell to 64% and in Year 3 this fell again to 58%)
- Fewer website visitors report having used CV Builder (from 33% to 30%).

**For Satisfaction:**

- Overall satisfaction with the website has increased (from 76% to 78%).
- Ratings of CV Builder have fallen but increased for Careers Advice pages.
- The proportion of face-to-face and telephone customers *very* satisfied with various aspects of the adviser and the information and advice provided, though high, returned to Year 1 levels having risen in Year 2.

**For Progression:**

- Progression in Employment in the six months following the adviser session has increased for face-to-face and telephone customers (from 46% in Year 2 to 50%), and in the 3 months since their website visit for web visitors not interacting with NCS (from 33% to 34%)
- Progression in Learning in the six months following the adviser session has increased for face-to-face and telephone customers (from 63% to 65%)

# Chapter 2: Introduction and Methodology

## Overview and Research Aims

The Skills Funding Agency is responsible for the commissioning, contracting and performance management of the National Careers Service (formerly, pre-April 2012, Next Step) which provides information, advice and guidance to help individuals make decisions on learning, training and work opportunities. The service offers confidential, helpful and impartial advice, supported by qualified careers advisers.

The National Careers Service is delivered via three integrated channels: face-to-face, telephone and online (the latter provides information as well as the facility to e-mail advisers). Figures for April 2013 to March 2014 show the organisation had delivered some 1.3m face-to-face sessions in the 12 month period, around 25,500 telephone advice sessions to adults, and around 350,000 calls, emails, and web chats to / with adults. The National Careers Service website has very much greater coverage: in the same 12 month period there were 15.7m visits to the website.

An extensive programme of research has been developed to understand customer views of the service and to help develop actions for improvement. This involves continuous monthly research to:

- Measure **satisfaction**, with face-to-face and telephone customers interviewed in the month after their session, and website visitors asked about their views of the site at the time they access it (via a pop-up survey).
- Assess customer **progression**, with face-to-face and telephone customers interviewed 6 months after their last adviser session, and website visitors assessed 3 months after visiting the site.

This annual report covers fieldwork conducted from April 2013 to March 2014. For face-to-face and telephone customers this means the Satisfaction Survey covers sessions with an adviser in the period March 2013 to February 2014, while customers interviewed for the Progression Survey had a session six months previously (i.e. October 2012 to September 2013). The research among web visitors covers those accessing the site in the period April 2013 to March 2014 for the Satisfaction Survey, and January to December 2013 for the Progression Survey.

In places in the report comparisons are made with Year 1 and Year 2 of the study. Both covered those receiving the face-to-face and telephone service, although the satisfaction and progression work among website visitors was not included in Year 1. Fieldwork in Year 1 was conducted from September 2011 to March 2012 (when all sessions would have been delivered under the Next Step brand) and in Year 2 from April 2012 to March 2013 (when some sessions would have been delivered under the Next Step brand).

The overall aims of the research are:

- To provide full analysis of Key Performance Indicators (KPIs) for the National Careers Service, which look at specific measures of how satisfied customers are with the service and the progression that customers experience following their contact with an adviser
- To understand customer views of the service, for example what are the overall levels of satisfaction, how does this differ by type of customer, what are the key factors which influence satisfaction, and what are the causes of dissatisfaction, to thereby provide actionable feedback to help identify areas for improvement
- To measure variation in performance among the Prime Contractors that deliver the service on behalf of the National Careers Service. The research also allows a comparison of those receiving the face-to-face service at Jobcentre Plus locations with those seeing the adviser in other locations
- To track changes over time.

## Methodology

This report centres on Year 3 of the study covering fieldwork conducted from April 2013 through to March 2014.

For face-to-face and telephone customers this involved a total of 8,795 interviews for the Satisfaction Survey and 6,392 interviews on the Progression Survey.

The interviews were split evenly across the three months of each quarter.

The fieldwork pattern is shown in the following table which also shows comparative sample sizes and fieldwork dates for Year 1 and Year 2.

**Table 2.1: Achieved interviews by Quarter (Face-to-face and telephone customers)**

	Satisfaction Survey			Progression Survey	
	Fieldwork dates	Month of Adviser session	No. of interviews	Month of Adviser session	No. of interviews
Quarter 1	September 2011	August 2011	2,217	March 2011	1,601
Quarter 2	October-December 2011	September - November 2011	2,195	April-June 2011	1,599
Quarter 3	January-March 2012	December 2011-February 2012	2,198	July-September 2011	1,638
<b>Year 1 total</b>			<b>6,610</b>		<b>4,398</b>
Quarter 4	April-June 2012	March-May 2012	2,211	October-December 2011	1,599
Quarter 5	July-September 2012	June-August 2012	2,199	January-March 2012	1,598
Quarter 6	October-December 2012	September – November 2012	2,199	April-June 2012	1,599
Quarter 7	January-March 2013	December 2012 – February 2013	2,199	July-September 2012	1,599
<b>Year 2 total</b>			<b>8,808</b>		<b>6,395</b>
Quarter 8	April-June 2013	March-May 2013	2,199	October-December 2012	<b>1,598</b>
Quarter 9	July-September 2013	June-August 2013	2,199	January-March 2013	<b>1,599</b>
Quarter 10	October-December 2013	September-November 2013	2,198	April-June 2013	<b>1,598</b>
Quarter 11	January-March 2014	December 2013-February 2014	2,199	July-September 2013	<b>1,597</b>
<b>Year 3 total</b>			<b>8,795</b>		<b>6,392</b>

All interviews among those having a session face-to-face or by telephone were conducted by telephone using Computer Assisted Telephone Interviewing (CATI), with these undertaken from IFF's telephone centre in London. The sample of customers was supplied by the Skills Funding Agency.

Quotas for each month's fieldwork were set on the following demographic factors in strict proportion to the profile of those having contact with advisers in the corresponding month:

- Employment status at the time of the call: employed; unemployed; neither (economically inactive or retired)
- Age: 19 or under; 20 to 24; 25 to 49 and 50+
- Gender.

Targets were also set each month based on the type of service they received, namely:

- Face-to-face National Careers Service customers
- Telephone customers who received the 'information' service - referred to as 'telephone information' customers
- Telephone customers who received the 'advice' service (an enriched offer that builds on the Information service for customers who have more complex needs or require skills assessment activity) - referred to as 'telephone advice' customers.

The targets on the type of service received involved oversampling telephone customers in order to ensure sufficient numbers for reliable analysis each month.

At the analysis stage data was weighted by type of service received to match the monthly customer profiles. The profile of unweighted and weighted responses is shown in Table 2.2.

**Table 2.2: Weighted and unweighted customer profile by mode of contact (face-to-face and telephone)**

	Satisfaction survey			Progression survey		
	Base:	Unweighted %	Weighted %	Base:	Unweighted %	Weighted %
<b>Total</b>	8,795	100	100	6,392	100	100
<b>Face-to-face</b>	5,592	64	89	3,993	62	90
<b>Telephone</b>	3,203	36	11	2,399	38	10
Telephone advice	1,197	14	2	900	14	2
Telephone information	2,006	23	9	1,499	23	8

In total 9,476 website users took part in the pop-up (Satisfaction) survey in the period from April 2013 to March 2014. The pop-up survey appears to 1 in 30 people that access the site. Use of cookies means that someone accessing the site from the same computer will only be asked to participate once. No weighting has been applied to the web Satisfaction Survey data (as the demographic profile of the population of web users is not known).

The Progression Survey for website users involves an online self-completion approach, with respondents sent an e-mail with a click through link to the online questionnaire. The e-mail is only sent to respondents to the pop-up Satisfaction Survey that were individuals (rather than employers or careers advisers) accessing the site on their own behalf that were willing to be re-contacted and who supplied a valid e-mail address (this is 36% of completers of the pop-up survey). One reminder is sent to non-responders.

From the 3,206 eligible respondents from January to December 2013 pop-up survey, 817 completed the online Progression Survey, a response rate of 25% (exactly the proportion found in Year 2). Relative to the number of web users this is clearly a low overall number of responses, and caution is needed in interpretation. The data for the Web Progression Survey is weighted to reflect the age, gender and employment profile of the web users indicated from the pop-up survey.

## Reporting conventions

Wherever differences are discussed between respondent sub-groups or between results in Year 1, Year 2 and Year 3 these are statistically significant at the 95 per cent confidence level, unless otherwise stated.<sup>2</sup>

It is worth noting that where figures are presented for the percentage of customers very satisfied, the percentage 'merely' satisfied, and then the percentage either satisfied or very

<sup>2</sup> 95% confidence means that statistically we can be 95% confident that the difference is a real difference, not one resulting from the fact that we spoke to a sample of those having dealings with the service.



satisfied (Figure 4.1 is one example), the latter figure may not exactly equal the sum of the first two due to data rounding.

## Chapter 3: Customer Profile and their reasons for contact

This chapter examines the profile of Year 3 customers accessing the face-to-face and telephone service from March 2013 to February 2014, and those accessing the National Careers Website from April 2013 to March 2014. It examines demographic factors such as gender, age, and ethnicity of customers, their work status at the time of the call / meeting / visiting the website and their reasons for contacting the National Careers Service or visiting the website.

### The demographic profile of learners

Table 3.1 shows the age, gender and ethnicity profile of National Careers Service face-to-face and telephone customers having their adviser session(s) from March 2013 to February 2014 as well as the profiles of website visitors from April 2013 to March 2014. Figures for face-to-face and telephone customers are based on weighted data from the Satisfaction Survey element of the study whilst figures for online customers are based on the data from the pop-up satisfaction survey (which is unweighted).

There is a difference in the gender profile between the two adviser services with the majority of face-to-face customers male (60%, up from 57% in Year 2) and the majority of telephone customers female (55%, rising to 59% among the telephone advice service).

Most face-to-face and telephone customers are aged 25-49 (53% and 61% respectively) although a greater spread of age is seen within the face-to-face service: for the face-to-face service a quarter are aged 50 or over (24%, up from 20% in Year 2, vs. 10% of telephone customers) and twice as many are under 20 (9%) than telephone customers (4%).

The profile of website users, as taken from data provided by respondents to the pop-up survey, was predominantly female (62%) and aged 25-49 (54%, though a quarter were aged 50 plus). (No MI data is collected on the demographic profile of website users, so it is impossible to know how representative the sample of respondents to the pop-up survey is of all website users, though the demographic characteristics have stayed consistent year on year – for example in Year 2 63% of web customers were female.)

In terms of ethnicity, the vast majority of customers are White British, though this incidence is higher among face-to-face customers (78%) than among telephone customers (60%) where there is greater ethnic diversity. A high proportion of website visitors are also White British (70%). Non-White British customers are spread fairly evenly between Black/Black British, Asian/Asian British, White Other and Mixed/Other across all three channels. The ethnic diversity of telephone and web customers appears to have increased compared with Year 2 (when a higher proportion were White British – 64% and 73% respectively).

Overall 22% of customers who accessed the face-to-face service had a disability or long term illness compared to 13% who used the telephone service. This in part reflects the higher proportion of face-to-face customers aged 50 plus: among these older face-to-face customers 32% had a disability or long term illness that affects their daily activities. One in six website visitors had a long term illness or health disability (16%), broadly similar to the proportion among telephone customers.

A higher proportion of telephone customers (18%) than face-to-face customers (10%) or website visitors (14%) did not have English as a first language, which is likely to reflect the greater ethnic diversity of telephone customers.

**Table 3.1: Demographic profile of Year 3 National Careers Service customers (gender, age, ethnicity, English not first language and illness / health problem / disability)**

	Type of service				
	Face-to-face 5,592 %	Telephone 3,203 %	Telephone advice 1,197 %	Telephone information 2,006 %	Online 9,476 %
<b>Base: All</b>					
<b>Gender</b>					
Male	60	45	41	46	38
Female	40	55	59	54	62
<b>Age</b>					
19 or younger	9	4	4	4	11
20-24	15	27	21	28	9
25-49	53	61	65	60	54
50 or over	24	9	11	9	25
<b>Ethnicity</b>					
White British	78	60	59	60	70
White Other	6	10	7	10	10
Black/Black British	6	13	14	13	6
Asian/Asian British	6	11	13	10	5
Mixed / Other	3	5	5	5	6
Prefer not to say	1	1	2	1	3
<b>English not first language</b>	10	18	16	18	14
<b>Long term illness / health problem / disability</b>	22	13	15	12	16

Table 3.2 shows further characteristics of customers covered in the Year 3 survey.

**Table 3.2: Demographic profile of Year 3 National Careers Service customers (qualification level and NEET status)**

<b>Base: All</b>	<b>Type of service</b>				
	<b>Face-to-face</b> 5,592 %	<b>Telephone</b> 3,203 %	<b>Telephone advice</b> 1,197 %	<b>Telephone information</b> 2,006 %	<b>Online</b> 9,476 %
<b>Highest qualification level:</b>					
<i>Level 4 plus (degree etc.)</i>	21	48	46	48	38
<i>Level 3 (A levels)</i>	18	21	21	20	16
<i>Level 2 (5 GCSEs A*-C)</i>	17	9	9	9	18
<i>Level 1 / entry level</i>	21	11	12	11	14
<i>No qualifications</i>	18	8	9	8	6
<i>Level unclear</i>	4	3	3	3	8
<i>Below Level 2</i>	39	19	21	19	20
<i>Level 2 plus</i>	56	77	76	77	72
<b>NEET</b>					
18-24 NEET	19	10	9	10	
<i>18-24 Jobseekers Allowance</i>	16	3	3	3	
<i>18-24 Jobseekers Allowance / Incapacity Benefit / Income Support</i>	17	5	4	5	

A key client group for the National Careers Service is those with low level qualifications, defined as those having their highest qualification below Level 2 (Level 2 being equivalent to 5 GCSEs grade A\*-C). The majority of customers, whichever mode they accessed the service, already had qualifications at Level 2 or higher. This was particularly the case for telephone and website visitors (77% and 72% respectively). In comparison just over half (56%) of face-to-face customers had level 2 or higher qualifications (up from 52% in Year 2). Approaching half of telephone customers had degree level qualifications at level 4 or higher (48%, vs. 21% among face-to-face customers).

A number of demographic groups were more likely than average to be qualified to below Level 2 (as taken from the survey data among face-to-face and telephone customers, among whom 37% had no qualifications at level 2 or higher):

- Those aged 50 plus (50%)
- Men (40% vs. 34% among women)
- White British (41% vs. 27% among other groups) and those where English is their first language (39% vs. 26% among those where English is not their first language)
- Those with a disability (49%).

It is worth noting that face-to-face customers in London are more highly qualified than average: while 56% of all customers have level 2 or higher qualifications among those in the capital this rises to 65%.

Around one in five face-to-face customers (19%, down from 22% in Year 2) were aged 18-24 and not in employment, education or training (NEET) at the time of their meeting and most of these (16% of all face-to-face customers) were on Jobseekers Allowance. Fewer telephone respondents were aged 18-24 and NEET at the time of their call (10%) and only half of these people were on Jobseekers Allowance, Incapacity Benefit or Income Support (5% of all telephone customers). The following section looks in more detail at the employment status of customers.

## Employment Status

Table 3.3 provides an overview of the employment status of customers at the time of their adviser session or visit to the website.

**Table 3.3: Economic activity of customers at the time of the call / meeting with the National Careers Service adviser / web visit**

<b>Base: All</b>	<b>Type of service</b>				
	<b>Face-to-face</b> 5,592 %	<b>Telephone</b> 3,203 %	<b>Telephone advice</b> 1,197 %	<b>Telephone information</b> 2,006 %	<b>Online</b> 9,476 %
<b>In work</b>	<b>14</b>	<b>51</b>	<b>53</b>	<b>51</b>	<b>42</b>
Full time employment	8	30	34	30	27
Part time employment	5	15	14	15	11
Self-employed	1	5	5	5	4
<b>In learning</b>	<b>3</b>	<b>12</b>	<b>7</b>	<b>13</b>	<b>11</b>
Full time learning	2	10	5	11	9
Part time learning	1	2	1	2	1
<b>Neither working nor in learning</b>	<b>83</b>	<b>37</b>	<b>40</b>	<b>36</b>	<b>47</b>
Unemployed and looking for work	73	28	29	28	34
Unable to work due to health	6	3	4	3	4
Looking after home or family	3	4	5	4	5
Retired	*	1	*	1	1
Other	*	1	*	1	3

\*= <0.5% but >0%

Face-to-face customers have a very different employment profile to both telephone and online customers. The vast majority of face-to-face customers are unemployed and looking for work (73%) compared to only a third of online customers (34%) and just over a quarter of telephone customers (28%). Just over half of telephone customers (51%) and two-fifths of online customers (42%) are in work, compared with around one in seven face-to-face customers (14%). Similarly being in learning is much more common among telephone and online customers (12% and 11% respectively) than among face-to-face customers (3%).

The following groups were more likely to be unemployed and looking for work at the time of their adviser session (as taken from the face-to-face and telephone survey data, among whom overall 68% were unemployed and looking for work):

- Under 20s (74%)

- Men (78% v 67% among women)
- Those with highest qualifications below Level 2 (73% vs. 66% with higher qualifications)
- White British (70% v 63% among other ethnic groups).

Among face-to-face and telephone customers not in employment at the time of their call/meeting, there was a great deal of variation in the length of time out of work: 15% had worked in the month before their contact with an adviser and 40% (cumulatively) in the last six months, compared with 38% that had not worked for at least 12 months. In addition there were 9% that had never worked (this figure at 42% among those under 20 not in work, and 15% among those aged 20-24). On a similar theme 15% of all face-to-face and telephone customers said they had recently been made redundant and a further 4% felt they were under threat of redundancy.

Broadly speaking the employment profile presented in Table 3.3 is similar to Year 2. The most notable change is an increase in the proportion of telephone customers in work (from 47% to 51%, with this increase nearly all related to full-time employment) and a fall in the proportion of telephone customers unemployed and looking for work (from 32% to 28%).

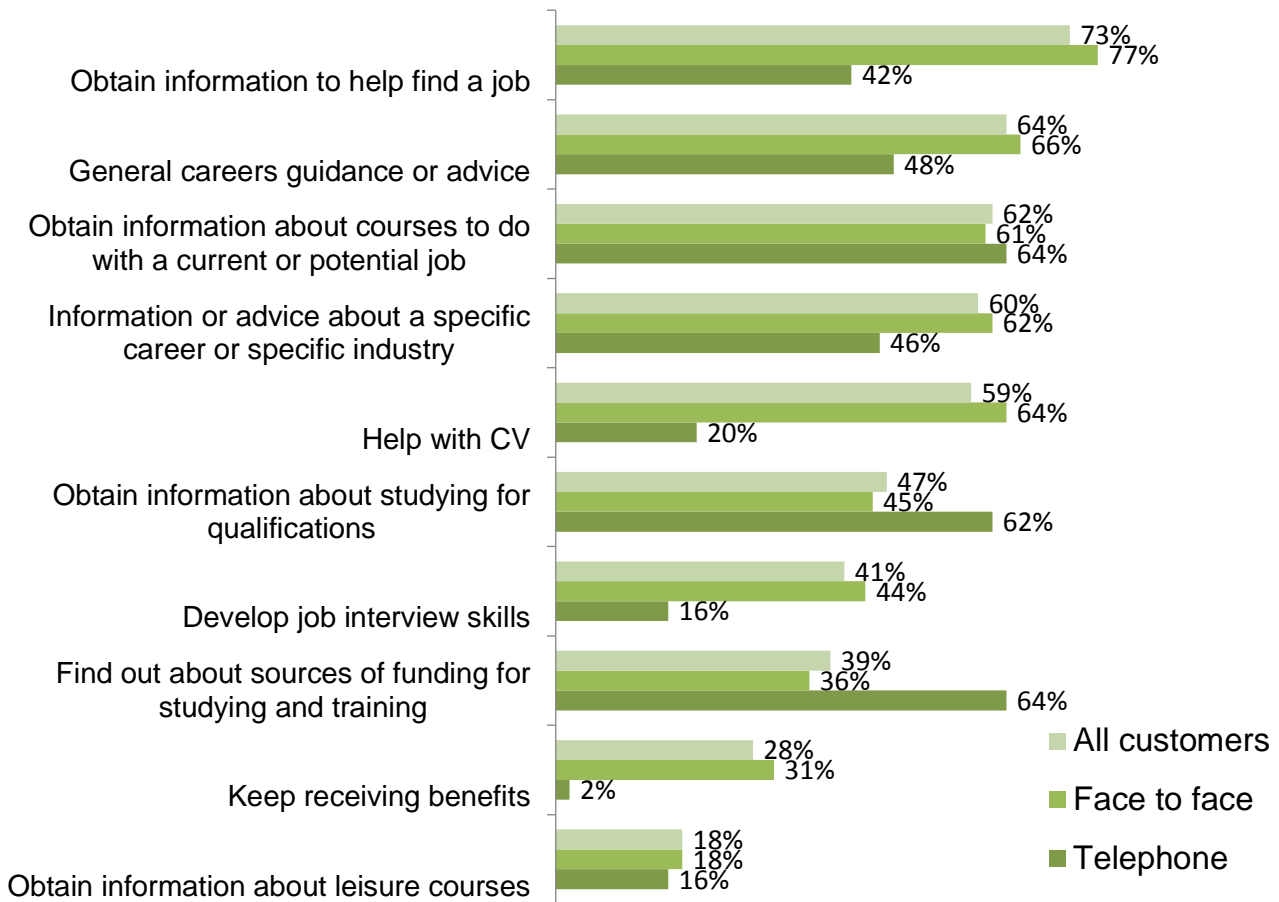
### **Reasons for contact with advisers (telephone and face-to-face customers)**

Before asking respondents for their detailed reasons for contacting the National Careers Service, respondents were asked if they had wanted to discuss career options, learning or both. Slightly more wanted to explore career options (77%, the same proportion as in Year 1 and Year 2) than were thinking about doing a course or some learning (64%, slightly lower than the 67% in Year 1 and 66% in Year 2).

Telephone advice customers were particularly likely to have been exploring career options (92%).

Telephone customers, particularly telephone information customers, were particularly likely to have been thinking about doing a course / some learning (84% of telephone information customers vs. 73% of telephone advice and 61% of face-to-face customers).

Respondents were read a long list of potential reasons for contacting the National Careers Service. Figure 3.1 shows the ten most common responses on this prompted question. Results are shown for all customers, those using the face-to-face service, and those speaking to the adviser over the phone. Clearly most customers are getting in touch for a number of reasons.

**Figure 3.1: Reasons for customers contacting National Careers Service (prompted)**

Base: Satisfaction survey- All customers (8,795), Face to face (5,592) and Telephone (3,203)

The most common reason for contacting the National Careers Service was to obtain information to help find a job (73%). Also frequently mentioned were general careers guidance (64%), to get information about courses to do with a current or future job (62%), to get information or advice about a specific career or industry (60%) or for help with writing a CV (59%). Clearly there is quite a variety of reasons for contacting National Careers Service covering both careers/jobs and learning, and ranging from general information or advice (e.g. about careers or to help to find a job) to more specific enquiries (e.g. in regard to a specific career or information about how to fund courses) or a need for practical support (e.g. help with their CV or with job interview skills).

The proportions mentioning each reason are very similar to Year 2 (generally within one or two percentage points). The two exceptions were fewer mentioning obtaining information about courses to do with a current or future job (down three percentage points), and more mentioning contacting the service because they had to to keep their benefits (28% up from 25% in Year 2 and 17% in Year 1).

As previously there were wide differences in the reason for contact between customers using the different service channels. Face-to-face customers tended to be much more focussed on seeking employment outcomes such as:



- Obtaining information to help find a job (77% vs. 42% of telephone customers)
- Getting help with their CV (64% vs. 20%) and developing job interview skills (44% vs. 16%)
- Getting general careers guidance or advice (66% vs. 48%)
- Getting information or advice about a specific career or specific industry (63% vs. 46%).

Telephone customers, on the other hand, were more focussed on learning outcomes such as:

- Finding out about sources of funding for studying and training (64% vs. 36% of face-to-face customers), and
- Obtaining information about studying for qualifications (62% vs. 45%).

Perhaps reflecting the fact that telephone customers were more likely to be in work when contacting the adviser than was the case in Year 2, 3%-6% fewer in Year 3 than in Year 2 mentioned job and career related reasons such as obtaining information to help find a job, general careers advice or information (down 6 percentage points).

The difference in focus between telephone and face-to-face customers was also apparent when customers were asked for their single *main* reason for contacting National Careers Service. Among face-to-face customers the top four main reasons had an employment focus:

- Help with their CV (31%)
- Information to help find a job (18%)
- Getting information about courses to do with a current or future job (11%)
- General careers advice (11%).

(The fifth was having to contact the National Careers Service in order to keep their benefit, mentioned by 8%).

The top five main reasons telephone customers cited were largely learning focussed:

- Getting information on funding courses (36%, up significantly from the 31% saying this was their main reason in Year 2)
- Getting information about courses to do with a current or future job (14%)
- General careers advice (12%)
- Information about studying for a qualification (10%)
- Information about a specific career or job (10%).

Telephone advice customers were more likely to have employment related reasons for calling than telephone information customers. For example, telephone advice customers were very likely to want to get general careers guidance (78% vs. 43% of telephone information), obtain information to help find a job (65% vs. 37%) and/or to get information or advice on how to get a job in a specific career (72% vs. 41%) whereas telephone information customers were more learning focussed in their reasons for contact. In particular, 69% of Information customers were exploring sources of funding for training and studying and 42% cited this as their main reason for contact (compared with 40% and 5% respectively among telephone advice customers).

Although telephone advice customers were similar to face-to-face customers in that they commonly cited employment and career reasons for contacting National Careers Service, telephone advice customers were more likely to have been looking for general careers advice or advice about a specific career or job, while face-to-face customers were often after *practical help* such as information on how to find a job (77% vs. 65% of telephone advice) and help with their CV (64% vs. 31%).

## How and why people accessed the National Careers Service website

Web users were asked a number of questions about their use of the website, covering:

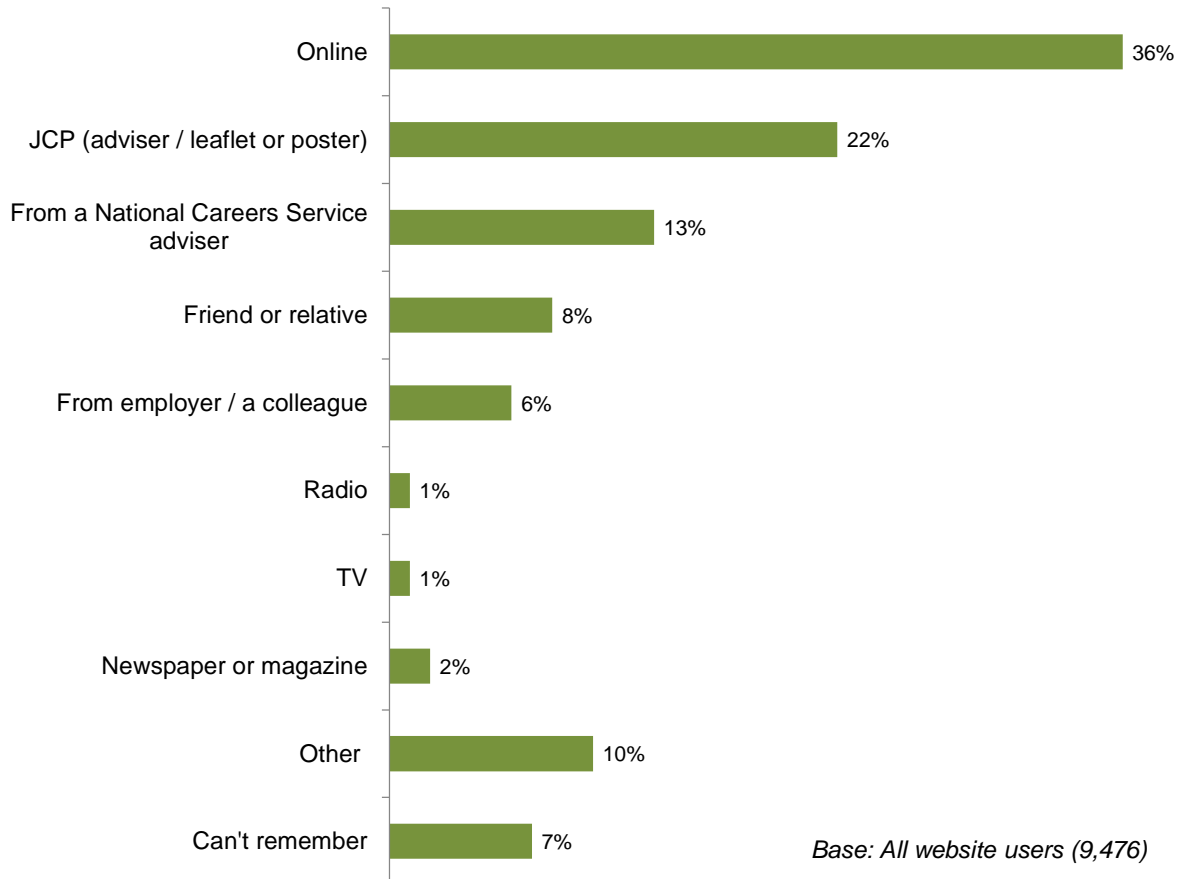
- How they first heard about the website
- How many times they had visited the site
- Whether they had also had face-to-face or telephone discussions with advisers
- Where and how they accessed the site
- Reasons for visiting the site.

The various ways in which customers first heard about the website are shown in Figure 3.3. The three most common means were via online sources (36%), through Jobcentre Plus either from an adviser, leaflet or poster (22%), and from a National Careers Service adviser (13%). These were also the three most common ways in which customers had heard about the website in Year 2.

Very small proportions heard about the website through traditional media (TV, newspapers and magazines), each only mentioned by 1-2% of customers. While hearing about the site

on the radio had increased in the final quarter of Year 2 (to 7% from 1% in previous quarters) in the first quarter of Year 3 it decreased again to 2% and did not exceed this level in the next three quarters.

**Figure 3.2: How first heard about the National Careers Service website (prompted)**



In relative terms, younger people (aged 16-19) were more likely to mention hearing about the site from friends and relatives than customers on average (14% vs. 8%) as were those in learning at the time of their visit (14%).

Predictably those who had ever had contact with an NCS adviser before going on the website were more likely than average to have first heard about the site from an adviser (35%), with this much more common where there had been a recent face-to-face meeting (93%) than where the contact had been by telephone (19%).

Although most demographic groups most frequently cited an online source as the way in which they had heard about the website, among those unemployed and looking for work at the time they visited the website, 43% mentioned that JCP had signposted them to the site compared with 22% finding out about it online.

A majority of website visitors (69%) had **not** had any dealings with a National Careers Service adviser before their visit. Those who had had contact had most commonly spoken

to an adviser face-to-face (26% vs. 8% over the telephone). Consistent with findings from Year 2, customers who were unemployed and looking for work at the time of their visit to the website were much more likely to have had dealings with advisers (48% vs. the average of 31%), particularly face-to-face contact (44%).

At an overall level, just over two-fifths (43%) of website customers were experiencing the National Careers Service for the first time when they visited the website and completed the pop-up survey i.e. this was their first visit to the site *and* they had not previously spoken to a National Careers Service adviser. This proportion is significantly lower than found in Year 2 (47%), i.e. more in year 3 have had some previous interaction with the National Careers Service.

In terms of where customers access the site, this is most often from home (79%, similar to the 81% found in Year 2). In comparison, 10% were accessing the site from work (rising to 22% of those that were employed), 6% from school, college, or university (rising to 28% among those in education), and 5% from a library or public place.

In terms of the devices used, laptops and desktop computers were the most favoured means (56% and 43% of web customers respectively said they had ever used these means) while devices such as tablets (12%), smartphones (10%, rising to 18% among those aged under 20) and netbooks (3%) were less common. Having said that, with the exception of the latter, there has been a slight increase in the use of these devices compared to Year 2 (smartphones from 6% to 10% and tablets increasing from 6% to 12%, making tablets slightly more common than smartphones in Year 3).

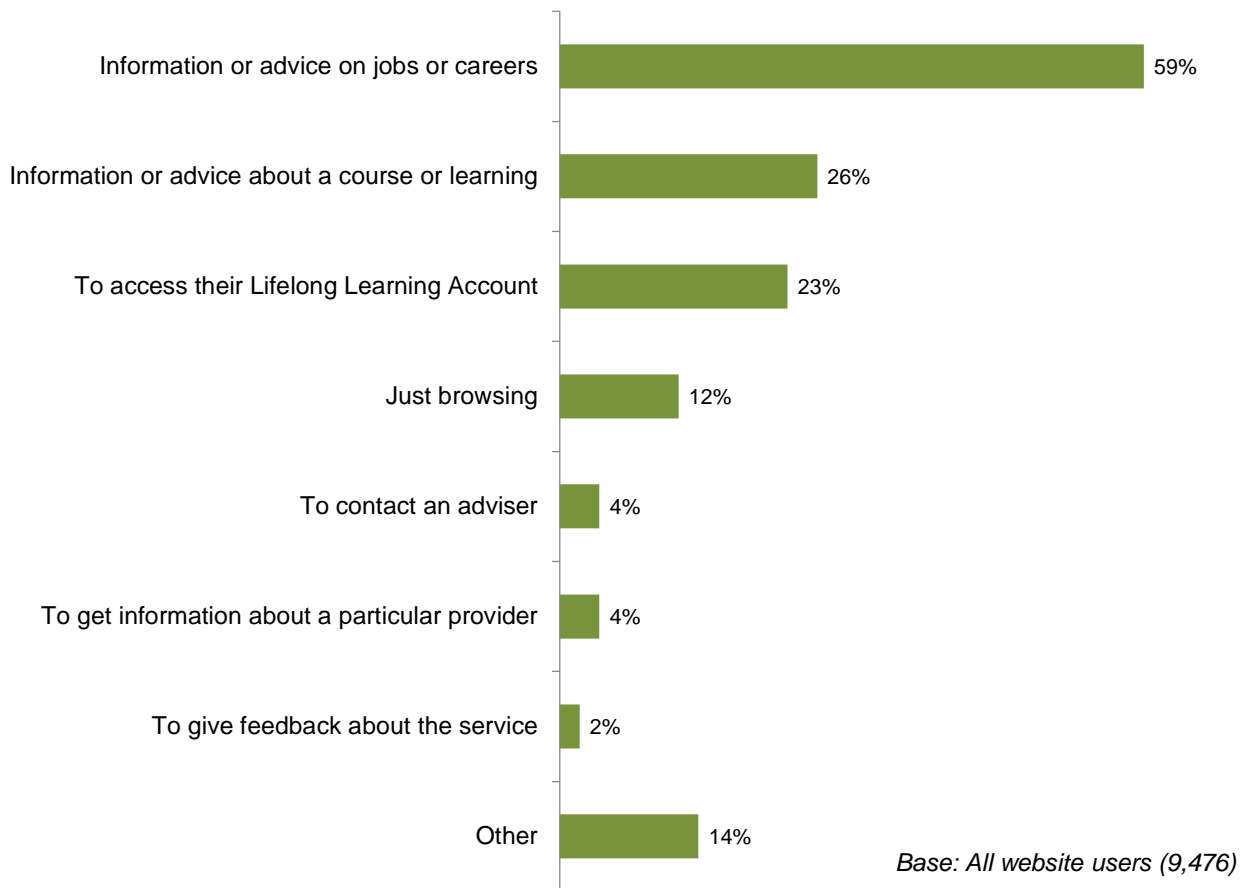
By age, those aged 25 or under were the most likely to use laptops (61% vs. 53% among those aged 50 or over) or smartphones (18% vs. 4% among those aged 50 or over) while the older age group were more likely than average to use a desktop computer (50%).

**Table 3.4: How and where accessed the National Careers Service website (prompted)**

<i>Base: All website users</i>	<b>Year 2 (6,504)</b>	<b>Year 3 (9,476)</b>
<b>How have EVER accessed the National Careers Service website</b>		
Laptop computer	58	56
Desktop computer	44	43
Tablet	6	12
Smartphone	6	10
Netbook	3	3
TV	1	1
Other	1	1
<b>Where they were when they accessed the National Careers Service website on the day of the interview (prompted)</b>		
Home	81	79
Work	11	10
School / college / university	4	6
Library or other public facility	4	5
Other	3	1
Internet cafe	1	4

The vast majority of website visitors were individuals looking for information or advice for themselves (87%) or for someone else (6%) while a very small proportion were accessing it in a professional capacity (3% were careers advisers and 1% were employers).

Consistent with Year 2 customers, website visitors were most commonly accessing the site for information or advice on jobs or careers (59% - this figure has increased significantly compared with the 56% in Year 2). Sizeable minorities were looking for information about courses and learning (26%) or to access their Lifelong Learning Account (23%, higher, at 32%, among those unemployed and looking for work). This was a prompted question (respondents were given a list of possible reasons to select from). Results are shown in Figure 3.3.

**Figure 3.3: Reasons for visiting the National Careers Service website (prompted)**

#### Looking by demographics:

- By gender, women were more likely than average to visit the site in search for information or advice about jobs or careers (61% vs. 56% males) while men were more likely than women to be accessing their Lifelong Learning Account (26% vs. 20% respectively);
- Younger customers aged under 25 were more likely than average to be looking for information or advice about jobs or careers (71%), while those aged 50+ were more likely than average to be accessing their Lifelong Learning Account (27%);
- Those in learning at the time of their visit were most likely to be seeking careers information or advice (70% vs. 59% of those in work and 58% of those unemployed and looking for work). Those unemployed and looking for work were particularly likely to be accessing their Lifelong Learning Account (32%);

Tables 3.5 and 3.6 show results from follow-up questions asked to find out more detail about the nature of the information and advice wanted in regard to jobs and careers, and learning and courses.

**Table 3.5: What those looking for information or advice about jobs and careers were specifically looking for (prompted)**

<i>Base: All those looking for information or advice about jobs and careers</i>	<b>Year 2 (3,649)</b>	<b>Year 3 (5,606)</b>
Information about different careers	61	61
CVs	39	37
Applying for jobs	37	37
Information about progressing in a career	29	28
How to get back into work	26	26
Information about the jobs market	26	27
Interview skills	20	21
Voluntary work	11	11
Issues around redundancy	5	5
Other	5	5

Results are very similar to Year 2. Year 3 website visitors seeking information about jobs and employment from the website were most often looking for information about different careers (61%), while practical help with finding work such as advice about CVs (37%) and applying for jobs (37%) were the next most common areas of interest.

Those who were unemployed and looking for work were much more likely than average to have been searching for job or career assistance related to CVs (47%), applying for jobs (50%), how to get back into work (46%) and interview skills (28%).

Patterns also emerged by age group, with those aged under 25 looking for information on jobs and careers more likely to be seeking information about different careers (67% vs. 61% average) and information about progressing within a career (33% vs. 28% average) while those aged 50 or over were more likely to be visiting the site for help with developing their CVs (44% vs. 37% average), how to get back into work (36% vs. 26% average), and looking for information about the jobs market (35% vs. 27% average).

As shown in Table 3.6, website visitors seeking information or advice about courses and/or learning most frequently wanted information about a specific course. The next most common types of information about learning searched for include details about different ways of learning (41%), how to get back into learning (35%) and paying for a course (29%). Overall 20% of those seeking support on learning were looking for information about Apprenticeships, rising to 34% among those aged 16-24 (a pattern also found in Year 2).

Consistent with Year 2, visitors looking for information or advice about learning that had no qualifications or qualifications below Level 2 were more likely to have been seeking information on different ways of learning (45% vs. 39% of those with qualifications of Level 2 or above) and how to get back into learning (43% vs. 33%).

**Table 3.6: What those looking for information or advice about courses and learning were specifically looking for (prompted)**

<i>Base: those looking for information or advice about courses and learning</i>	<i>Year 2 (1,754)</i>	<i>Year 3 (2,459)</i>
A specific course	43	43
Different ways of learning	38	41
How to get back into learning	35	35
Paying for a course	28	29
Apprenticeships	15	20
Childcare	7	8
Other caring responsibilities	7	8
Other	10	10



# Chapter 4: Key Performance Indicators (KPIs)

This chapter looks at headline Key Performance Indicators (KPIs) among customers having an interaction with an adviser either face-to-face or over the telephone. Key Performance Indicators for website customers are discussed in the progression chapter (Chapter 8).

## Satisfaction

KPIs from the Satisfaction Survey focus on three key areas:

- Overall quality of the service (agreeing the service was good)
- Satisfaction with the service overall
- Advocacy (whether customers have or would recommend the National Careers Services).

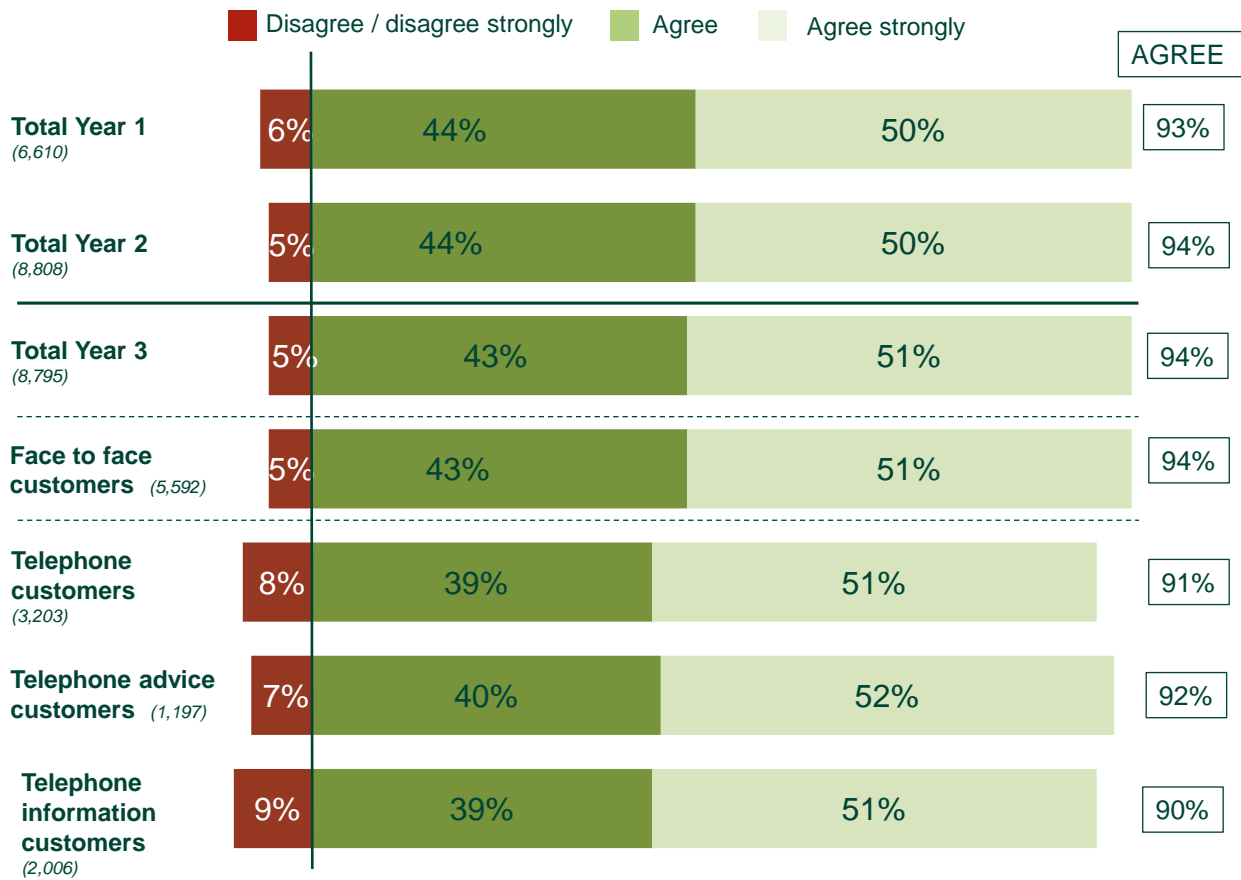
### Agreement that the overall quality of the service was good

As shown in Figure 4.1, the vast majority (94%) of Year 3 Satisfaction Survey customers agreed the quality of the service they received was good, while only a small minority (5%) disagreed. These results are very similar to Year 2 and Year 1 results, shown in the top two bars of Figure 4.1.

As found in Year 2, face-to-face customers were significantly more likely than telephone customers to agree that the quality of the service was good (94% vs. 91% respectively). In Year 2 telephone customers were more likely to *agree strongly* that the overall service was good than face-to-face customers, while in Year 3 there is no difference by service type on this measure.

A number of customer groups were more likely than average to agree that the quality of service was good, including:

- Younger customers aged 25 or under (97% - those 18-24 NEET also had this level of agreement)
- Those in learning at the time of their intervention (97%)
- Those who recalled having a Skills Health Check (98%) and those receiving an Action Plan (97%).

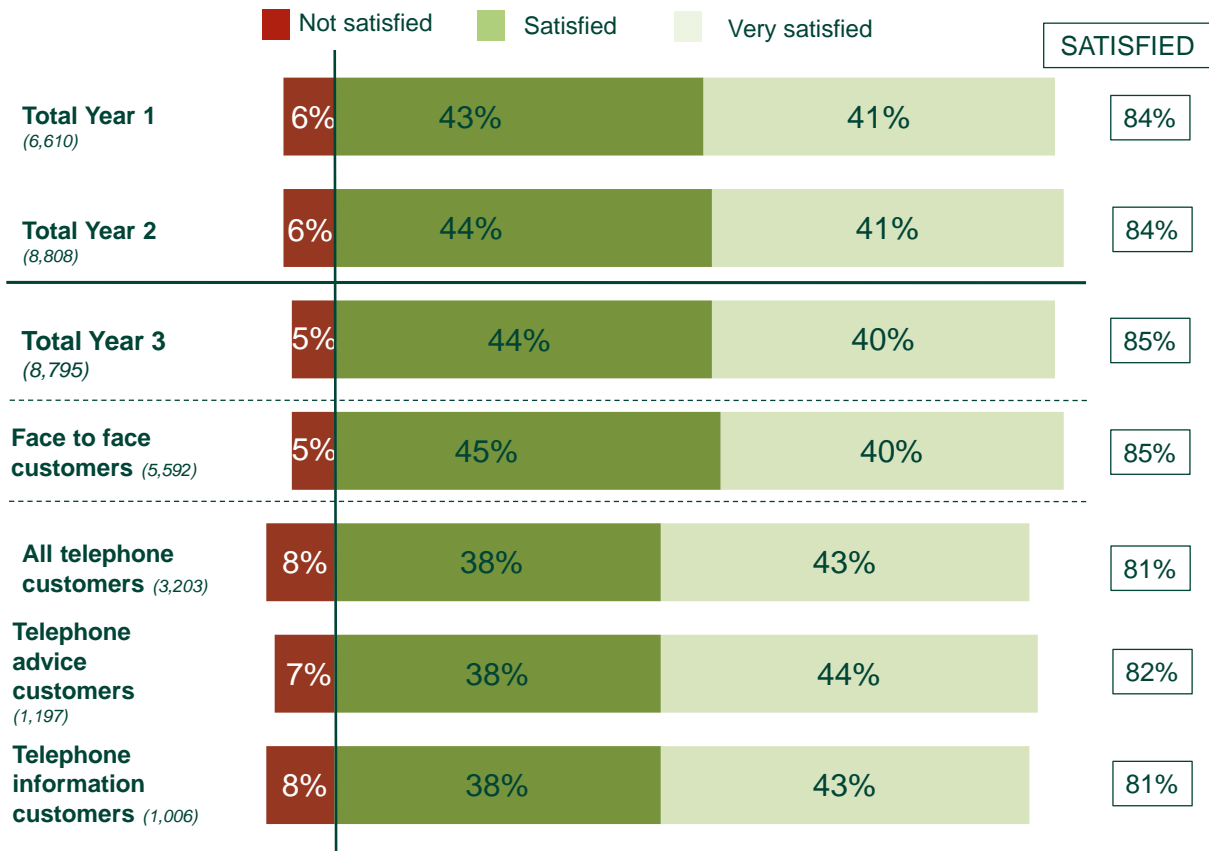
**Figure 4.1 Agreement that the overall quality was good by delivery channel<sup>3</sup>**

### Overall satisfaction

All customers participating in the survey were asked to consider how satisfied they were overall with the service. Among Year 3 customers, 44% were satisfied, 40% were very satisfied and 5% were dissatisfied or very dissatisfied. Results add to less than 100% as those answering neither satisfied nor dissatisfied or don't know are not shown. As Figure 4.2 shows, results have remained very consistent across the three years.

Matching the results regarding agreement that the service was good, face-to-face customers were more satisfied overall than telephone customers (85% vs. 81%).

<sup>3</sup> Note, in the first row on the chart, despite the fact that 44% agree and 50% agree strongly, the boxed 'agree' figure of 93% is correct. It takes account of decimal places for the *agree* and *agree strongly* figures (43.6% and 49.7% respectively).

**Figure 4.2 Overall Satisfaction by type of service received**

The groups more satisfied than average match those more likely to agree that the quality of the service was good, and include those in learning, customers aged under 25, and specifically 18-24 NEET, those receiving an Action Plan, or those recalling having a Skills Health Check (all 89% or 90%). In addition those with a highest qualification below Level 2 were significantly more satisfied than those with higher qualifications (86% vs 84%).

### Recommending the service

In Year 3 89% of customers either had or would recommend the service (26% had and 62% would). This compares to 88% in Year 2 and 87% in Year 1.

Most of the groups more likely to recommend the service were those already highlighted as more likely to agree the service was good or to be satisfied overall. For example younger customers (aged under 25) and those in learning at the time of their intervention reported they either had or would recommend the service were more likely to say they had or would recommend the service (93%).

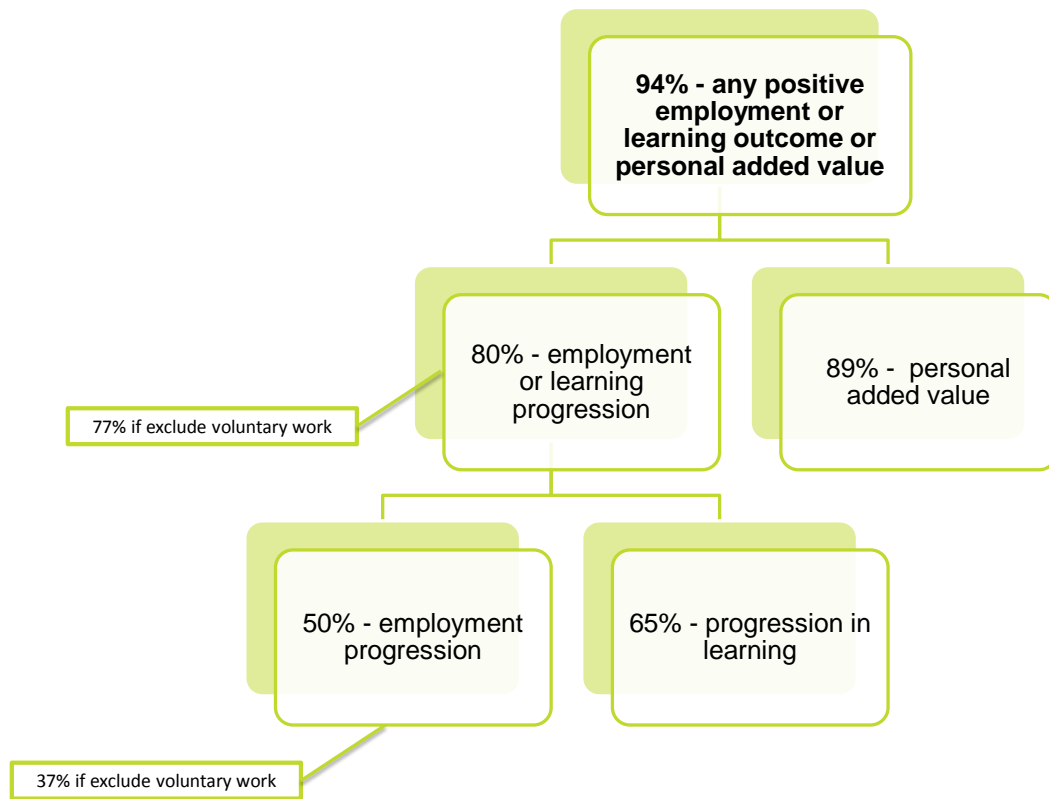
## Progression KPIs

Three core Key Performance Indicators are used to determine progression levels of customers six months after their intervention with the service:

1. **Learning progression** – whether customers have undertaken formal or informal learning or training in the six months since the call/meeting.
2. **Employment progression** – examining whether customers have entered new employment, changed career, were promoted or improved their salary, and/or have taken up voluntary work.
3. **Personal added value** – whether customers have achieved one or more of a range of ‘softer’ outcomes such as improved work-related or more personal skills (IT skills, team working skills etc.), improved their self-confidence, increased ability to make decisions for the future regarding work or learning, increased job satisfaction, or achieving a new and/or higher level qualification.

It is important to note that, while these measures track progression since the adviser session, they do not imply that any resulting changes necessarily came about as a consequence of the contact with National Careers Service.

As found in the previous two years, the vast majority of customers (94%) experienced some form of positive outcome in the six months since their call/meeting, with no difference across telephone and face-to-face customers. The various different measures of progression are shown in Figure 4.3.

**Figure 4.3: Progression KPIs**

Base: Progression Survey- All (6,392)

## Learning Progression

There was no difference in the incidence of Learning Progression between Year 1 and Year 2 (both at 63%). However, in Year 3 it had increased to 65% (a statistically significant increase). As in the previous two years, telephone customers were particularly likely to have progressed in learning (72% vs. 64% among face-to-face customers) especially telephone information customers (73% vs. 69% advice customers). (We noted in Chapter 3 that telephone information customers were more likely than other customer types to be in learning when they dealt with the adviser, see Table 3.3).

Other demographic groups more likely to experience learning progression include:

- Those in work and those in learning when they had their adviser session (68% and 76% respectively)
- Those with prior qualifications above level 2 (70% vs. 56% below level 2)
- Those of Non-White ethnicity (71% vs. 63% White British)
- Those without a reported disability (67% vs. 61% with a disability)

## Employment Progression

As with learning progression the same proportion of customers experienced progression in employment in both Year 1 and Year 2 (46%) while in Year 3 the incidence rose to 50% (this increase is statistically significant). The proportion was higher among face-to-face customers (51% vs. 46% telephone customers).

The following demographic groups were more likely to have experienced employment progression:

- Customers under the age of 25 (61% vs. 47% of those aged 25 or over), with the figure slightly higher among 18-24 NEET customers (63%)
- Those with prior qualifications above level 2 (55% vs. 39% below level 2)
- Those without a reported disability (54% vs. 37% with a disability)
- Those unemployed and looking for work (54%)
- Those of Non-White ethnicity (53% vs. 49% White British)
- Face-to-face customers seen in Job Centre Plus offices as opposed to other locations (53% vs. 49%)

## Personal Added Value

The slight increase in the proportions experiencing Personal Added Value from 87% in Year 1 to 88% in Year 2 was maintained in Year 3 (89%). Face-to-face customers were slightly more likely than telephone customers to experience this form of progression (89% vs. 87% respectively). Similar demographic groups again emerged as the most likely to advance in this area (younger, those in learning or unemployed, those with qualifications at Level 2 or higher, Non-White British, those without a disability, 18-24 NEET customers and those seen in JCP offices).

One further KPI looks at the proportion of face-to-face customers with a long term illness, health problem or disability for which there is a minimum target of 15%. In Year 3 this target was exceeded, with 22% of face-to-face customers responding to the satisfaction survey indicating that they had a long term illness, health problem or disability. The figure varied from 14% among customers in London to 32% among customers of the CSW Prime Contractor in the South West.

# Chapter 5: Operational aspects of face-to-face and telephone adviser sessions, and satisfaction with how handled

This chapter examines customer satisfaction with how the telephone and face-to-face sessions were handled and with certain elements of the adviser sessions such as the Skills Health Check and the Skills Action Plan. Results are based on Year 3 customers answering the Satisfaction Survey.

Areas specific to telephone customers include:

- How quickly calls were answered
- How often multiple calls were required (and customer views on this)
- How often information was promised and received (and the usefulness of any information sent)

Areas specific to face-to-face customers include:

- How often multiple meetings were required (and why)
- How often these customers see the same adviser (and whether this matters)
- How often the Skills Health Check diagnostic tool was used

Areas applicable to both telephone and face-to-face customers include:

- Satisfaction with a whole range of aspects in relation to the adviser (their professionalism, helpfulness etc.) and the advice (for example, it being clear and easy to understand)
- Whether Lifelong Learning Accounts were opened and activated (and their usefulness)
- Whether customers recall Skills Action Plans being drawn up (and views on their usefulness) – analysis around Skills Action Plans does not apply to telephone information customers as such sessions would not involve the use of a Skills Action Plan.

## Telephone sessions

Approaching nine in ten telephone customers were satisfied with the time it took for someone to answer their call (86%, a slight but statistically significant increase compared with the 84% found in Year 2), and only 3% were dissatisfied (rising to 7% among those aged 50 or over). Unlike in Year 2, there was no difference in satisfaction on this measure by type of telephone session (advice or information).

Overall 72% of telephone customers were handled in a single call (very consistent with the 73% and 71% found in Years 1 and 2). Telephone information customers were far more likely to have their query dealt with during a single call (75%) than telephone advice customers (54%). It is worth noting that there has been an increase in the proportion of telephone advice customers having multiple calls (in Year 2 61% of advice customers were dealt with in a single call).

Those customers dealt with in a single call are more satisfied with the service overall than those having multiple calls with advisers: 83% of those dealt with in a single call were satisfied (and 46% were very satisfied) compared with 76% of those needing more than one call (among whom 36% were very satisfied). This difference is *not* explained by differences between advice and information customers, since there was no significant difference in the overall satisfaction between these two customer types.

The majority of customers who were dealt with in more than one call spoke to different advisers (60%, exactly the same proportion as found in Year 2). Those speaking to more than one adviser continue to be less satisfied with the service overall than those who were able to speak to the same adviser each time they called (73% vs. 80% respectively).

Around half (52%) of telephone customers were told by the adviser that they would be sent information by post or email which would outline their conversation and potential next steps for the customer to take. This was significantly higher than the 49% found in Year 2. As in previous years the figure rises (to around three-fifths of customers) in the June to September period (coinciding with the lead in to the new academic year).

The vast majority of those who were told they would be sent information following their call had received it (88%, 10% said it had not come and 2% were unsure; in Year 2 a similar proportion had received the information (86%)). The vast majority found the information sent useful (90%, indeed 66% said it was very useful). However, 10% had not received the information they were promised (at the time they had participated in the satisfaction survey at least, one month after they had made the call). Whether promised information arrived appears to affect overall views of the service: 91% of those who did receive the information were satisfied overall (including 56% very satisfied) compared with 66% satisfied where the information had not arrived (including 24% very satisfied).

## Face-to-face sessions

Two-thirds of face-to-face customers had a single meeting with a National Careers Service adviser (66% cf. 67% in Year 2), with a fifth (22%) reporting two meetings, and 11% having three or more. Those aged under 20 were far more likely than average to report having a single face-to-face session (72%). Conversely, those unemployed and looking for work were far more likely than those in work to receive multiple sessions (34% vs. 24% respectively), as were those with a disability or long term health problem (36% vs. 32% of those without).



As in previous years there was a fair amount of variation by Prime Contractor: London and the North East were more likely to deliver their service in one single meeting (76% and 75% respectively), both of which were among those more likely to do so in Year 2 and Year 1. Customers from the North West Economic Solutions and the South East were the least likely to be dealt with in a single meeting (52% and 54% respectively), again both Prime Contractors were among those less likely to deal with their customers in a single meeting in Year 2 (and the former in Year 1).

The most common reasons for having multiple meetings have changed little from previous years:

- To review or amend a CV (40%)
- The advisor suggested the customer come back in (27%)
- There wasn't enough time to go through everything in the first meeting (26%)
- The adviser needed information which they did not have to hand at the initial meeting (16%)

Approaching three-quarters (71%) of customers having more than one meeting saw the same adviser each time (falling to 63% in London and the South East). Most of those that didn't (78%) did not mind having to see different advisers. Overall a fifth of face-to-face customers seeing different advisers (21%) would have preferred to see the same adviser, higher among Non-White British customers (28%), women (26%) and 25-49 year olds (25%).

As found in Year 2, the number of adviser sessions received and the number of advisers spoken with affects overall satisfaction. While being dealt with in a single telephone call appeared preferable among telephone customers, those having more than one face-to-face meetings are more satisfied (90% satisfied, and 48% very satisfied, compared with 83% and 36% among those having a single session). Speaking to the same adviser if multiple sessions take place is associated with higher satisfaction: 51% of those speaking to the same adviser were *very satisfied* compared with 42% of those speaking to more than one.

## Skills Health Check

A third of face-to-face customers (34%) recalled using the Skills Health Check diagnostic tool during their session, no change from the figure in previous years (34% in Year 2 and 33% in Year 1). A number of groups were more likely to recall the tool being used:

- Those who also recalled an Action Plan being drawn up (42%)
- Those who had more than one meeting (39%)
- Customers from the South West Tribal Prime contractor (41%, in comparison the figure for customers in Yorkshire and Humberside was 30%)
- Those under the age of 20 (39%)

The vast majority (88%) found the Skills Health Check useful (exactly the same proportion as in Year 2), with this split evenly between those finding it very (43%) or quite useful (45%). The small minority who did not most commonly stated that it did not reveal anything that they were not already aware of (40%) or that they felt the questions were not relevant (38%).

Those who undertook a Skills Health Check were more likely to be *very* satisfied overall with the National Careers Service (45% vs. 37% where customers did not recall using this tool). This suggests, other things being equal, use of the Skills Health Check should be encouraged.

## Skills Action Plans

Both face-to-face and telephone advice customers were asked if, as part of their interaction with National Careers Service, a Skills Action Plan had been drawn up for achieving their goals and targets. Around three in five of both customer groups recalled this happening during their intervention (60% face-to-face and 61% telephone). These figures are slightly higher than found in Year 2 (59% and 58% respectively). Those more likely to recall the use of a Skills Action Plan include:

- Face-to-face customers who had multiple meeting (68%)
- Those aged under 20 (67%)
- Women (63%)
- Those with prior qualifications at Level 2 or higher (63%)

As found in Year 2 there was significant variation by Prime Contractor in the proportions of face-to-face customers recalling the use of a Skills Action Plan during their intervention. The figure was much higher for customers of South West Tribal (71%), North West Economic Solutions (67%), North West GMCP Cumbria (66%) and South West CSW (65%). In contrast the figure was at 54% for customers in the South East and 45% among Yorkshire and Humberside customers. These differences in recall of the Skills Health Check and the Skills Action Plans suggest that there is a degree of variation in the focus given to these tools across the different Prime Contractors.

Intuitively, a Skills Action Plan would be more effective the more involvement or interaction the customer is able to have in its creation, as opposed to it being drawn up on their behalf and 'imposed'. Encouragingly nine in ten reported that they either had a great deal of involvement (56%) or some involvement (35%).

As found in Year 2, the content and focus of the Skills Action Plans depended, to some extent, on the customer type. For example, face-to-face customers were particularly likely to say the outcome recommended developing a CV (34%) followed by exploring course options (19%), while for telephone customers the Skills Action Plan was more likely to cover a range of areas, including exploring course options (28%), developing/improving their CV (21%), contacting another organisation (19%) and exploring other occupations (17%).

Approaching nine in ten (89%) found their Skills Action Plan useful (with 45% describing it as *very* useful). Those more likely to feel their plan was *very useful* include:

- Non-White British customers (51%)
- Women (48%)
- 25-49s (48%; in contrast 39% of under 20s found their plan very useful)
- Those with no qualifications at Level 2 or higher (48%).

Those who found the plan useful generally said this was because it helped them decide what to do next (57%, and mentioned by 69% of telephone advice customers), because it helped them improve their CV (21%), it increased their options (20%), or they found it useful because it was specific to their circumstances (14%).

The minority who felt the plan had not been useful (10%) generally felt this way because it suggested things they felt they knew already, it not being relevant, or it being too general (each mentioned by 25% - 30% of these customers).

Customers who recalled the use of a Skills Action Plan were more likely to be *very satisfied* with the National Careers Service overall: for example while 45% of face-to-face customers recalling the Skills Action Plan were *very satisfied* overall, this fell to 32% among other face-to-face customers.

## Lifelong Learning Accounts

The majority of customers did not discuss Lifelong Learning Accounts during their National Careers Service intervention (58%) with a further 10% unsure. However, results indicate that Lifelong Learning Accounts have become an increasing part of adviser discussions (as shown in Table 5.1, the proportion saying they were not discussed has fallen each year of the survey).

Similarly there was a slight significant increase in the proportion opening an account during their meeting (from 6% in Year 1, to 7% in Year 2 and 8% in Year 3) and since the meeting (from 4% in Year 1 to 6% in Year 2 and 8% in Year 3).

**Table 5.1: Lifelong Learning Accounts**

	Year 1	Year 2	Year 3
<i>Base: All face-to-face and telephone customers (satisfaction survey)</i>	<b>6,610</b>	<b>8,808</b>	<b>8,795</b>
	%	%	%
Already had one	2	3	4
Opened one during the session	6	7	8
Opened one since	4	6	8
Offered but not interested	8	11	11
Not discussed	70	64	58
Can't remember	8	8	10

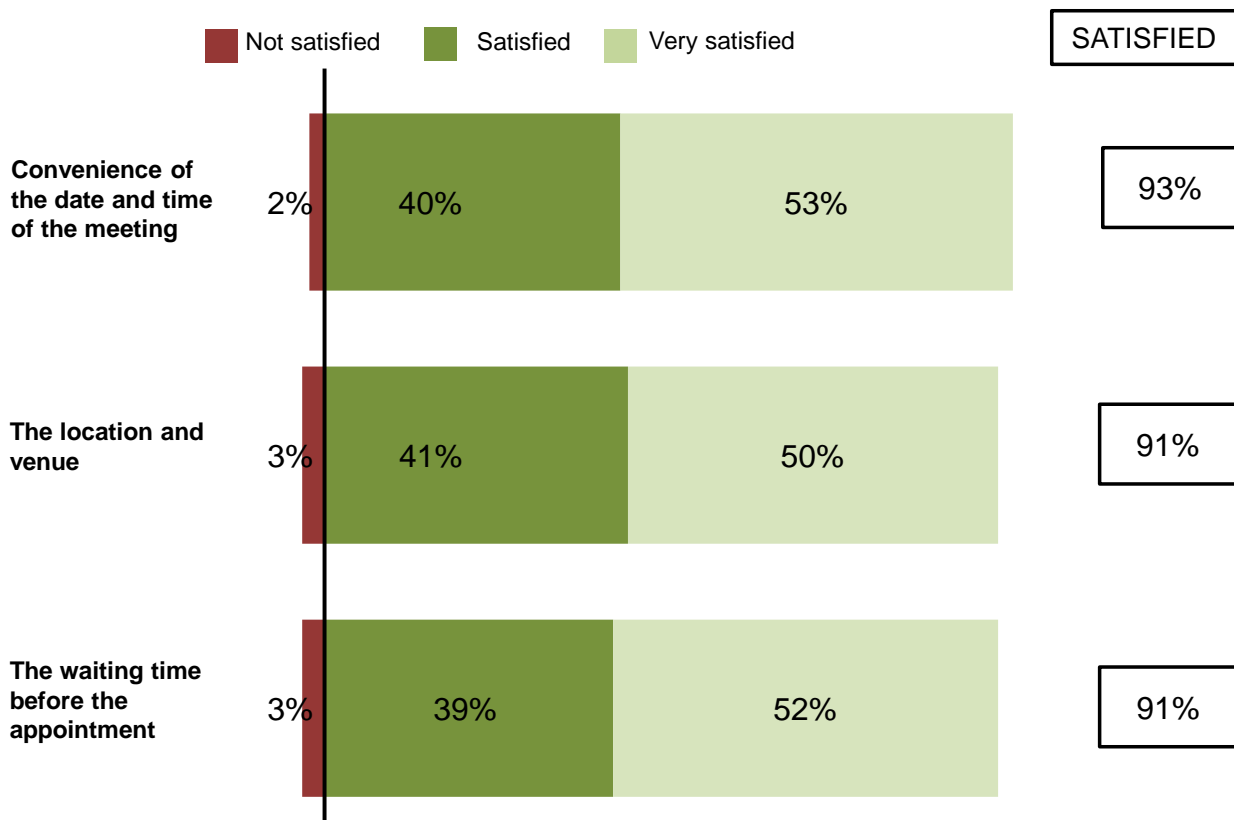
Face-to-face customers were more likely than average to open an account during the meeting (9% vs. 5% telephone customers) or after the meeting (8% vs. 4% telephone customers). Telephone information customers were far more likely than advice customers to say Lifelong Learning Accounts were not discussed (66% vs. 56%, while among face-to-face customers 57% could not recall them being discussed).

A slightly higher proportion had activated their account since opening it than found in Year 2 (63% and 61% respectively).

### Satisfaction with adviser sessions

Customers were asked for their views on a number of specific aspects of their session with the National Careers Service adviser. Figure 5.1 shows satisfaction levels among face-to-face customers with three situational and logistical aspects of their meeting: the time and date of the meeting, the waiting time before being seen, and the location and venue. As shown, these measures generated high levels of satisfaction with around nine in ten satisfied for each (and just over half very satisfied) and 3% or fewer dissatisfied. These results mirror those found in Year 1 and Year 2. There was a two percentage point rise in the proportion satisfied with the waiting time before the appointment (this is a statistically significant increase).

**Figure 5.1: Satisfaction with situational and logistical aspects of face-to-face meeting**

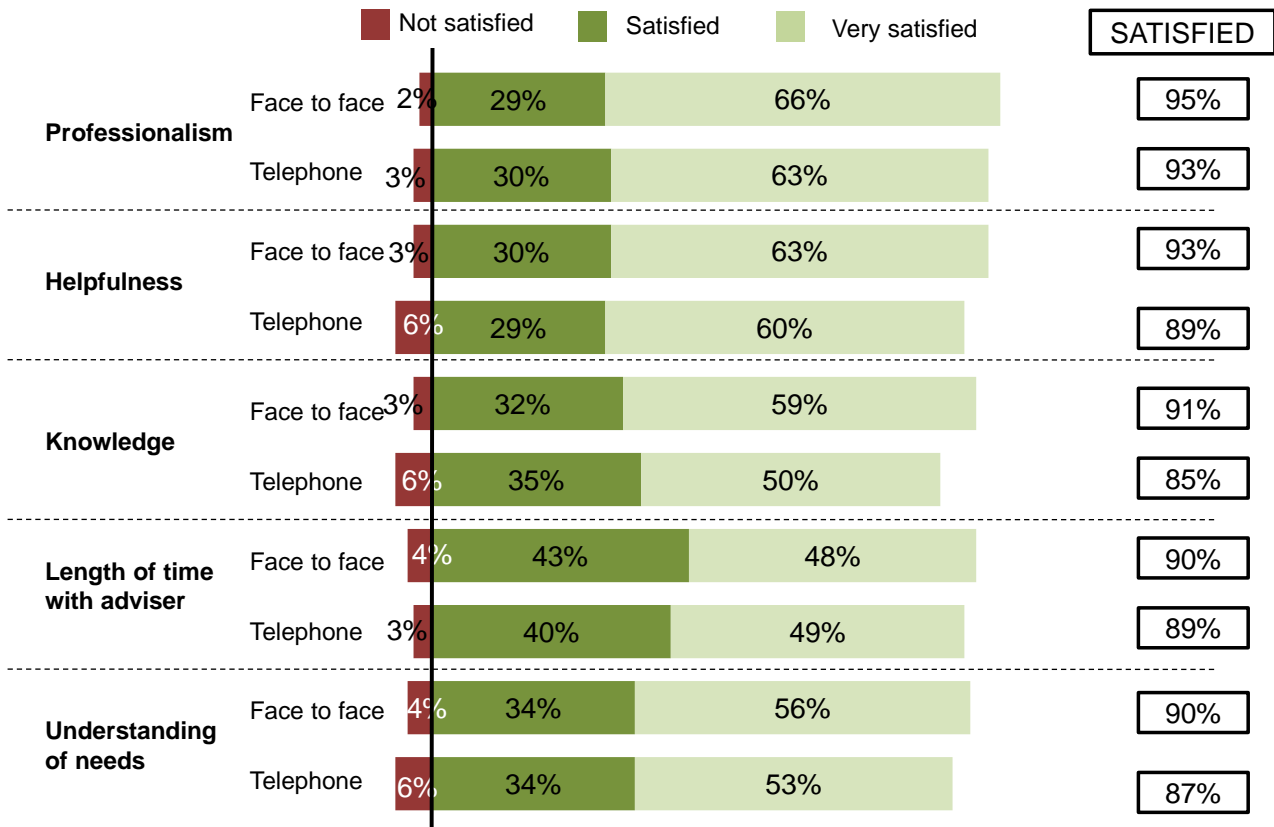


Base: Satisfaction survey – face to face customers (5,592)

As discussed in the KPI chapter (Chapter 4), customers were highly satisfied overall with their experience of National Careers Service advisers. As demonstrated by Figure 5.2, National Careers Service advisers appear to be performing well in terms of representing the service ensuring a positive customer experience. On each measure around nine in ten customers were satisfied, with a half to two-thirds very satisfied, and typically just 2 to 4% dissatisfied. Face-to-face customers tended to be more positive than telephone customers.

Whereas Year 2 saw an increase in the proportion of those *very satisfied* with each of these areas (an increase of 2-3% for face-to-face customers and 2-4% among telephone customers), the reverse is true of Year 3 (with a decrease of 2-4% in the proportions very satisfied), hence results have returned to Year 1 levels. Satisfaction levels though remain high.

**Figure 5.2: Satisfaction with the adviser**



Base: Satisfaction survey – face to face customers 5,592, telephone customers 3,203

As in previous years, face-to-face customers were more positive than telephone customers on each measure shown in Figure 5.2 with the most noticeable difference applying to the adviser's level of knowledge (91% of face-to-face customer satisfied vs. 85% telephone).

In Year 1 and 2 telephone advice customers tended to be more positive (more often very satisfied) than telephone information customers. This was particularly the case regarding professionalism and the length of time they spent speaking to the adviser. In Year 3 however the pattern is much less consistent, and on some measures information customers are more satisfied than advice customers (although not significantly). Having

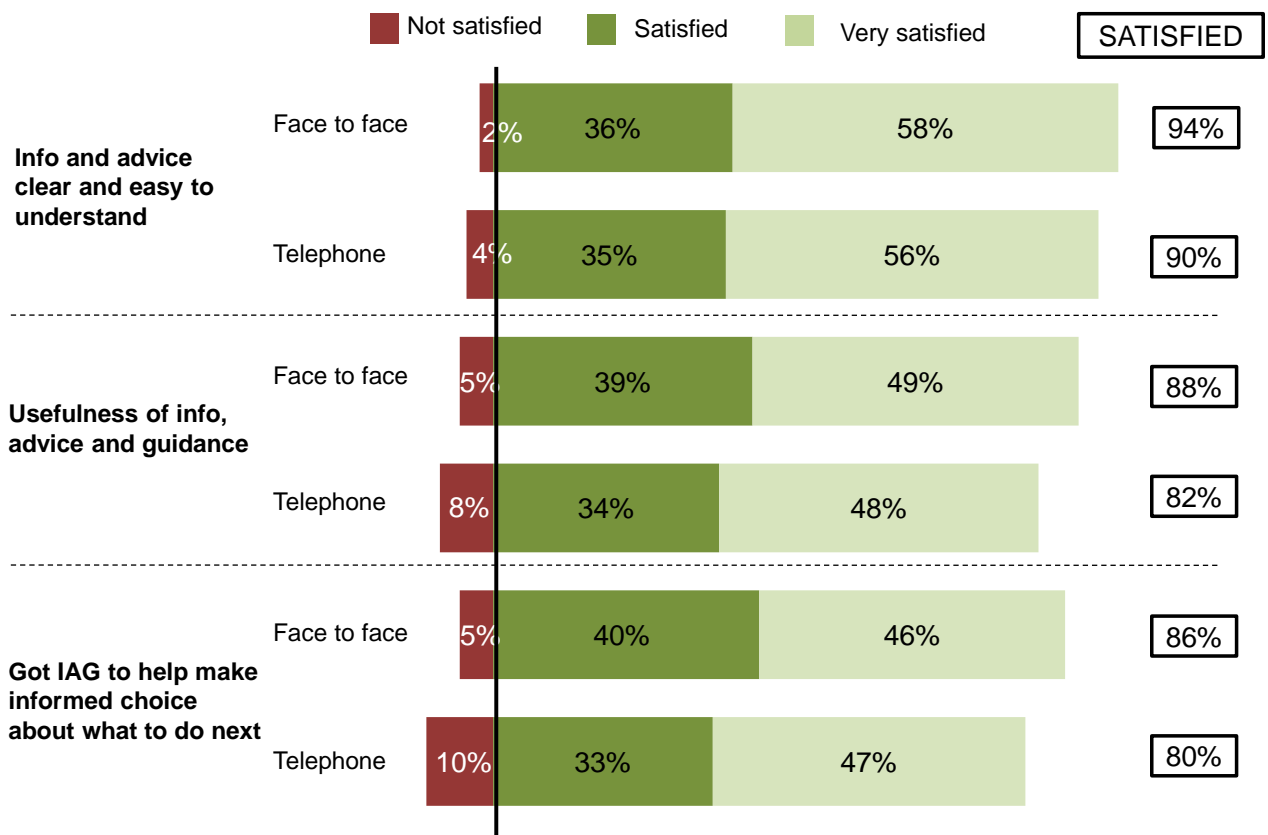
said this, telephone advice customers were still more satisfied with the adviser’s professionalism (67% very satisfied vs. 62% of telephone information customers) and the length of time the adviser spoke with them (56% very satisfied vs. 48% of telephone information customers).

Figure 5.3 shows results in relation to the information and advice provided. Again, around nine in ten customers were satisfied with each aspect of the advice, with face-to-face customers more positive than telephone customers. As found in Year 2, results are particularly positive in relation to information and advice being clear and easy to understand.

The proportions of customers who were *very satisfied* on each measure have decreased by 1-4 percentage points compared with Year 2 (previously they had increased by 2-5% points between Year 1 and Year 2).

As shown in Figure 5.3 (and as found in previous years) relatively high levels of telephone customers were dissatisfied with getting the information, advice and guidance to make an informed choice about what to do next (10%) and the usefulness of the information, advice and guidance (8%).

**Figure 5.3: Satisfaction with the information and advice provided**



Base: Satisfaction survey – face to face customers 5,592, telephone customers 3,203

# Chapter 6: The National Careers Service website: Tools and features used, and satisfaction with the site

This chapter examines use and views of the NCS website. This includes such issues as:

- How many web visitors used each feature / tool and how useful these were
- Whether the online visitors found the information they wanted
- Satisfaction with a range of specific aspects of the website.

Results are based on customers answering the Pop-up Satisfaction Survey, of which there were 9,476 in Year 3. Comparisons are made in the chapter to results in Year 2, when 6,504 respondents completed the Pop-up Satisfaction Survey.

## Online sessions

Almost three-fifths of customers who visited the National Careers Service website were doing so for the first time (57%), compared with 26% who had accessed it 2-4 times before and 15% that had accessed it on 5 or more occasions. The proportion of first time visitors was slightly lower than in Year 2 (61%). Those with lower level qualifications (below Level 2) were more likely to be first time visitors (62%, compared with 55% among those with qualifications at Level 2 or higher). This was also found in Year 2, though then the proportion of those with lower level qualifications that were first time visitors was higher (67%). Predictably careers advisers using the site were frequent users, and almost three-fifths (58%) had used the NCS site at least 10 times (just 17% were first time users).

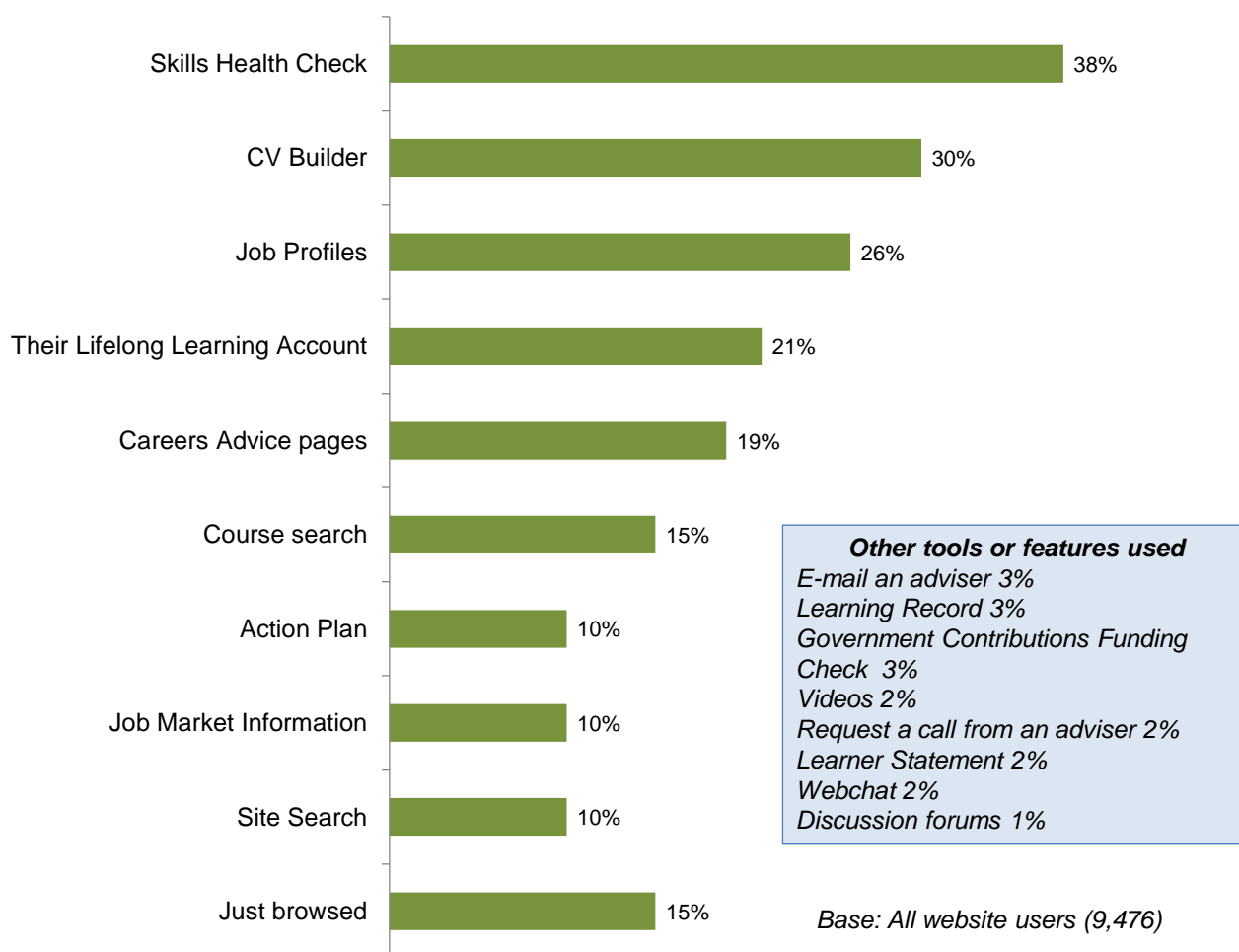
The most common website features and tools used remain the Skills Health Check (38%), CV Builder (30%) and Job Profiles (26%), with around a fifth also accessing their Lifelong Learning Account (21%) or looking at the Careers Advice pages (19%). In contrast many tools or features had been used by fewer than 5%. Overall 15% (rising to 22% for first time visitors) said that they had just browsed the site, not using any of the tools or features that were on offer.

Usage patterns for each tool / feature are similar in Year 3 to Year 2. All figures on the following chart are within one percentage point of those found in Year 2 except for:

- Skills Health Check and Job Profiles, where usage has increased (in each case by two percentage points)
- CV Builder where usage has fallen (30% from 33% in Year 2).

In each case these changes, though relatively small in percentage terms, are statistically significant.

**Figure 6.1: Features and tools of website used on current or recent visits (prompted)**



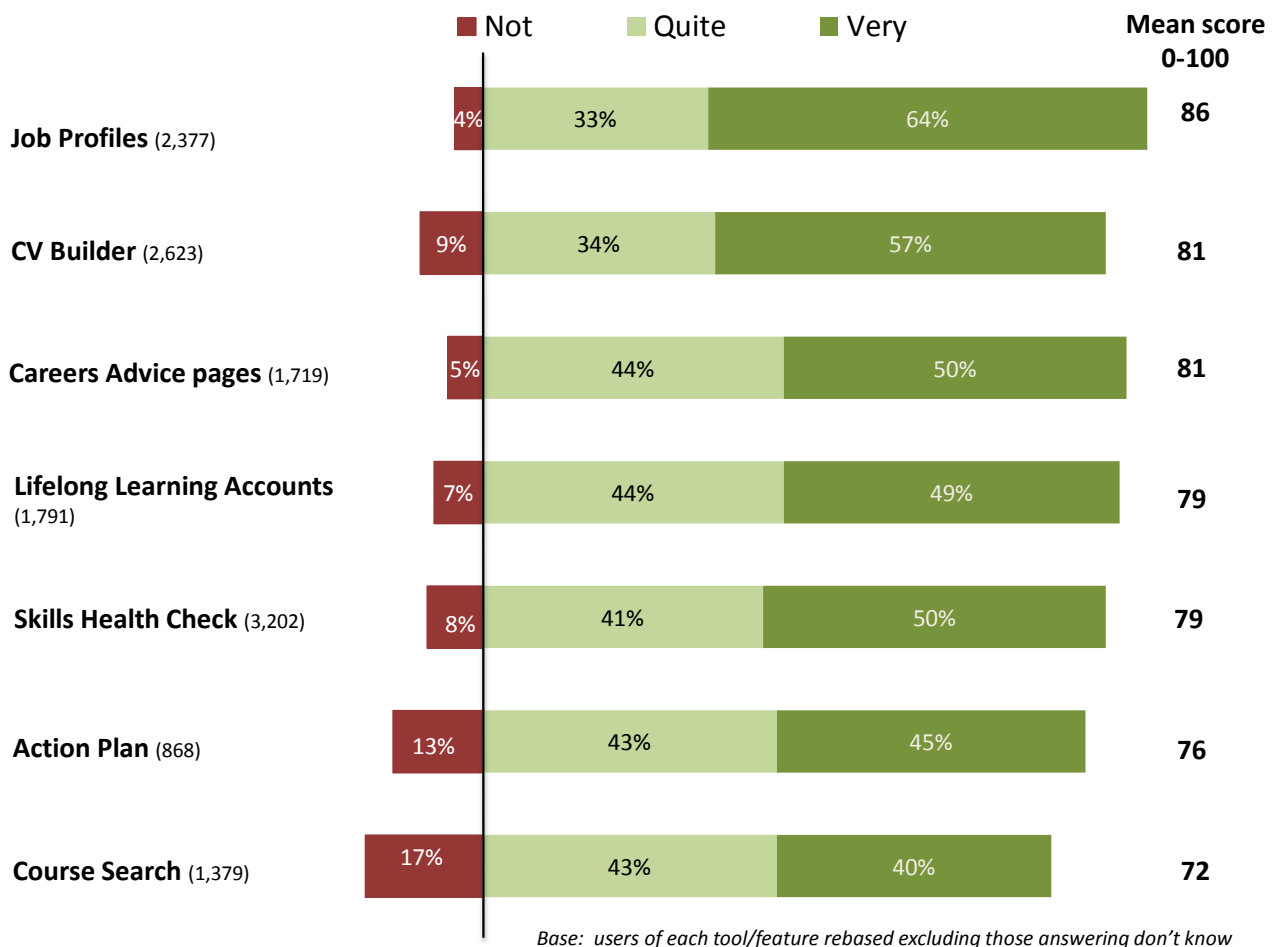
Younger website users aged under 25 were more likely to have accessed the website's Job Profiles (37% compared to 19% among those aged 50 plus) whilst those aged 25 plus were particularly likely to have utilized the Skills Health Check (40% vs. 28% of those aged under 25). While those in work (the single largest group) tended to have response close to the average, usage differed quite widely by those in learning and those unemployed and looking for work, as follows:

- Those unemployed and looking for work were more likely than average to use the Skills Health Check (43%), and to have looked at their Lifelong Learning Account (27%)
- Those in learning were more likely than average to use Job Profiles (40%), Careers Advice pages (26%) and Course search (22%), and much less likely than average to have used the Skills Health Check (21%).



All the main tools and features were felt to be useful by the vast majority of users. Results are summarised in the following chart, which shows their perceived usefulness (on a scale of very useful, quite useful, not very and not at all useful – for simplicity the last two of these have been merged on the chart) for the seven most used features / tools. Percentage figures have been based on those able to rate the usefulness, and have excluded those replying ‘don’t know’. Base sizes are shown in brackets. The tools are ranked in descending order of perceived usefulness by mean score order (mean scores are also shown on the chart, shown from 0 to 100, where 0 would be the situation of all users rating a feature as not at all useful and 100 a situation where all users rate a feature as very useful).

**Figure 6.2: Usefulness of the website features and tools**



A number of conclusions stand out:

- All the features and tools are seen as useful by the vast majority of users able to give a rating
- Job Profiles performs particularly well (as it did in Year 2), with almost two-thirds (64%) rating it very useful.
- The Course Search and the Action Plan functions are the least well rated of the main tools / features (this was also the case in Year 2).

Some of the less heavily used tools and features of the website are rated highly, in particular requesting a call back from an adviser (a mean score of 84 on a 0-100 scale, based on ratings from 174 website users), Webchat (a mean of 83, based on 165 users), and e-mailing an adviser (a mean of 80 based on the views of 253 users). Other features were rated reasonably highly: Job Market Information (a mean score of 78), Site search (78), Learner Statement (76) and Learner Record (75).

The perceived usefulness of the different tools and features of the website have generally changed little compared with Year 2. Although performing less well than other features ratings of Course Search have improved (from a mean score of 69 to 72 in Year 3), There have also been improvements for Action Plans and Careers Advice pages (the mean score rating increasing by two points). Ratings of CV Builder have fallen by the same amount.

### **Whether found the information they wanted**

Most users of the website said that on their current or recent visits they found all (31%) or most (31%) of the information they wanted. This compares with 19% only finding some of the information they wanted and 7% finding none of what they had been looking for – 12% stated that they had not been looking for information. This is very similar to results in Year 2 (all the figures quoted in the previous sentence are within one percentage point of the Year 2 figure).

Respondents aged 55+ were somewhat less likely than average to have found *all* the information they had been seeking (28%: 12% of this age groups found none of what they had been looking for).

Those who had found none or only some of what they had been looking for most commonly mentioned missing information in relation to:

- A specific career or changing career
- Jobs that match skills, abilities and location
- Local information e.g. about locally available courses or jobs
- Relevant or specific information
- Work they had previously saved on the site

Example verbatim comments illustrating each of these are shown below.

*“Job market information for the South-East region, more relevant job matches based on my skill/interest tests.”*

*“I was hoping the Skills Health Check would be a little more specific with suggested jobs rather than just job families considering the amount of information put in. For instance, I'm not sure how being good at the Shapes assessment correlates to working with animals.”*

*“The search for courses relies heavily on you knowing the course provider. If you don't know this then you have to use the open search and scroll through pages and pages of courses to see if there is one in your area. I have tried to use this service before but got so frustrated with the search options I gave up.”*

*“Information seems to be targeted at those who are starting off on careers, not people who are forced into searching for a job later in life.”*

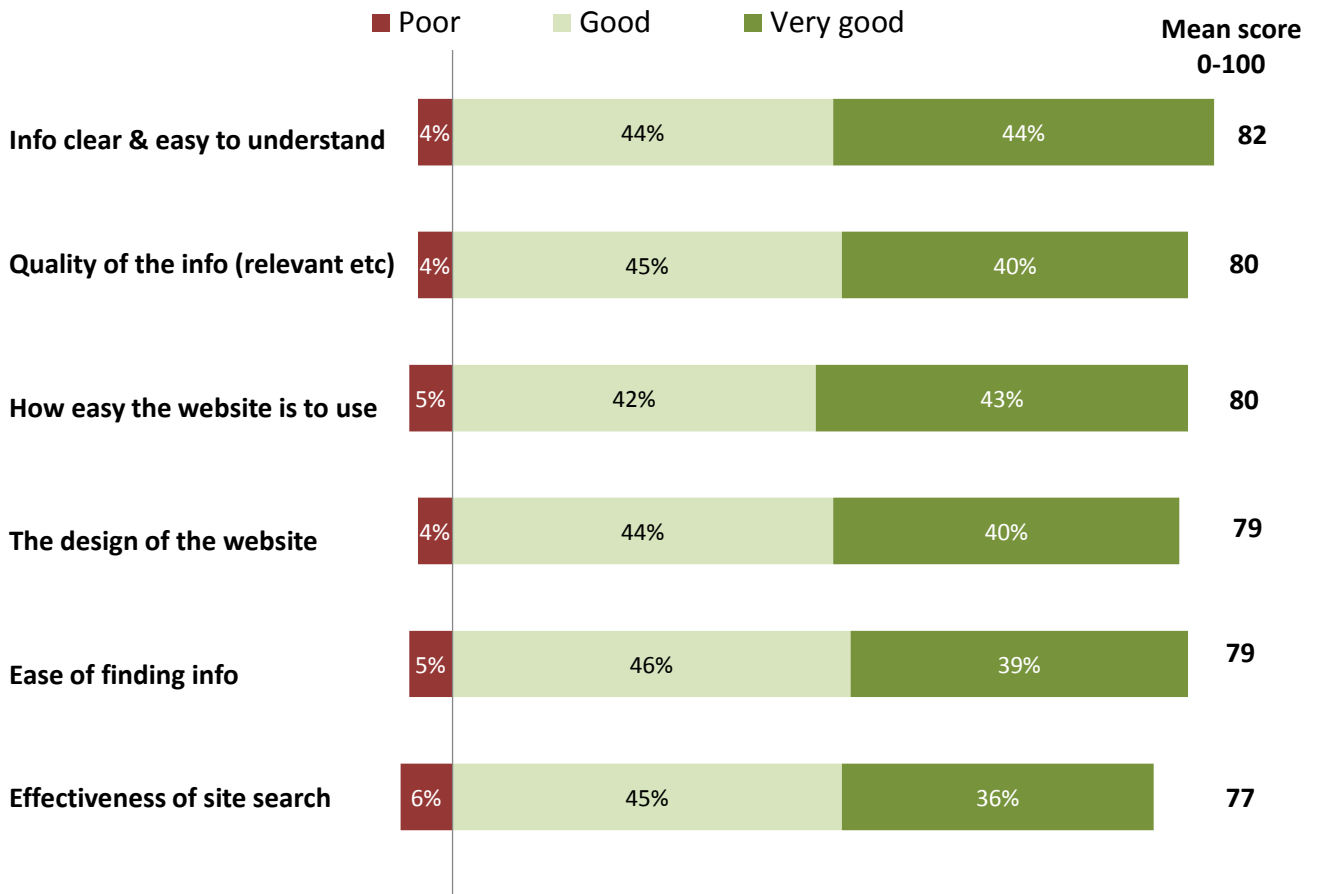
*“I worked on my CV, saved it regularly - every five minutes and the system logged me out and lost all the input. I will now have missed to deadline to attach the CV to a job application and feel livid.”*

*“Options for adults that are looking for a career change - what options available, especially possible conversion courses that may be required and how to go about that.”*

This group (those finding some or none of what they have been looking for) were also asked if the site gave clear guidance about how to contact an adviser. While the proportion feeling that the site did do this increased in Year 3 (from 49% to 53%), 14% felt it had not and a sizeable proportion of customers (33%) were not sure. This suggests that more could be done to give prominence to the idea that customers can contact an adviser and particularly how exactly they might go about doing it.

## **Overall views of the National Careers Service website**

Respondents were asked to rate a number of aspects of the website, using a scale of very good, good, neither good nor poor, poor and very poor. Results on the following chart are based on those giving a rating (i.e. they exclude those answering don't know for each statement – this was highest for the effectiveness of site search (15%)). For simplicity those answering neither good nor poor are not shown (hence figures on each chart add to less than 100%), and those answering very poor or poor have been merged. The factors are ranked in descending mean score order.

**Figure 6.3: Rating of specific aspects of the website**

*Base: all website users rebased excluding don't knows*

Over four in five users of the web service expressing an opinion on each measure thought the website good or very good with around 5% rating each aspect of the website poor. Views were most positive about the information being clear and easy to understand (88% rating this good or very good). On most measures similar proportions gave 'very good' and 'good' ratings, though for the ease of finding information and the effectiveness of site search more gave 'good' than 'very good' ratings.

On every measure, as in Year 2, older respondents aged 50+ were less positive than average. As one example, in terms of the effectiveness of site search, 73% of those aged 50+ giving this a rating thought it was good or very good and 9% thought it poor, compared with 83% of those aged under 50 thinking this good or very good (and 5% thinking this poor).

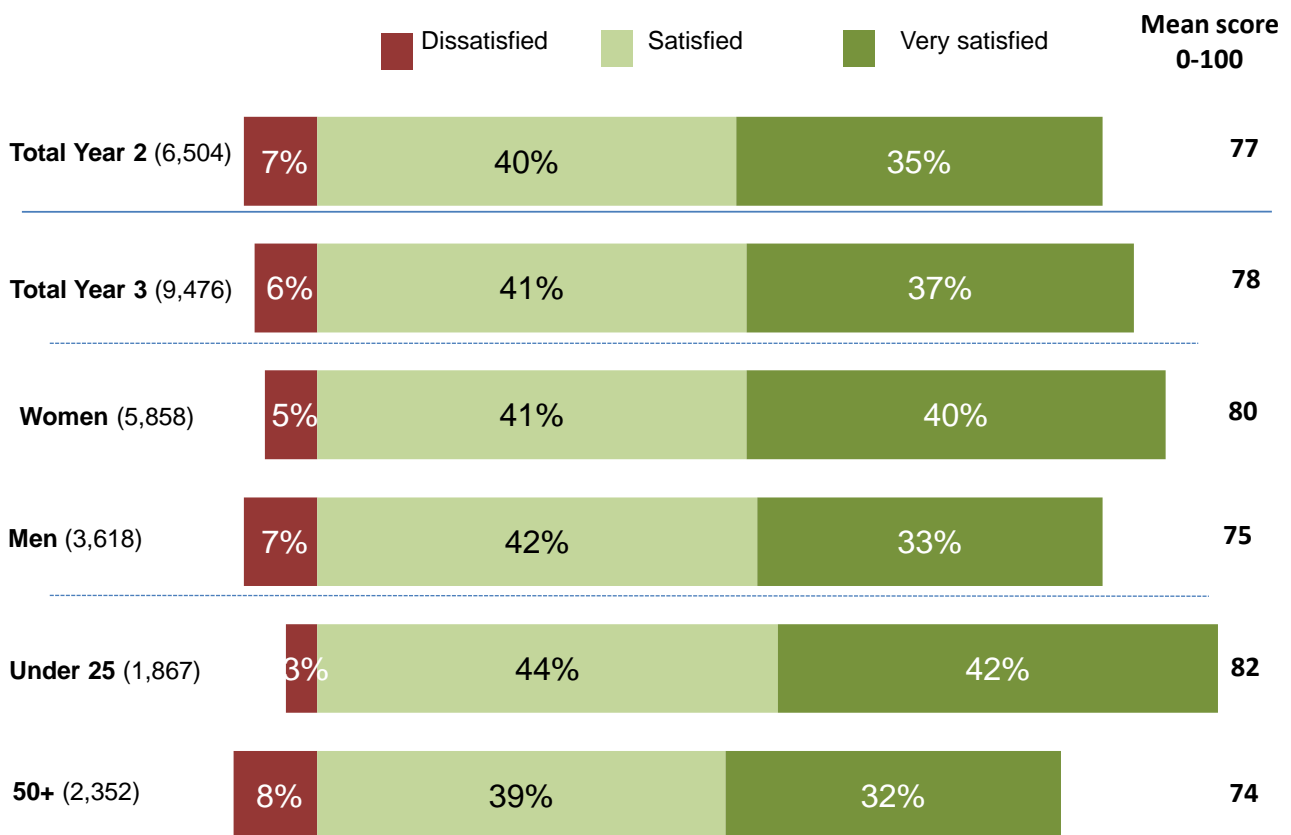
Similarly on all measures women and those in learning were more positive than average.

Ratings on each measure in the previous chart are consistently a little higher in Year 3 than Year 2, with mean scores (on the 0-100 scale) one or two points higher (they were two points higher for those aspects relating to ease of use as opposed to content, namely ease of use of the website, ease of finding information, and the effectiveness of site search).

## Overall satisfaction with the website

Most users (78%, up from 76% in Year 2) were satisfied overall with the National Careers Service website, compared with 6% dissatisfied (7% in Year 2). The remainder were either neither satisfied nor dissatisfied (11%) or were unsure (5%, the same proportion as in Year 2) – for simplicity these two categories are not shown on the following chart. Results are shown in the following chart. Mean scores are also shown on a 0-100 scale (a score of 50 would be equivalent to everyone being neither satisfied nor dissatisfied, 75 everyone satisfied, and 100 everyone very satisfied).

**Figure 6.4: Overall rating of the website**



Base: All website users

Although in percentage terms the changes from Year 2 to Year 3 are relatively small, because the base sizes are large, the increase in the percentage of website users satisfied or very satisfied, and the increase in the percentage very satisfied, are both statistically significant.

The following groups were all more satisfied overall than average:

- Those aged 16-24 (86% satisfied vs. 72% among those aged 50 plus)
- Women (81% satisfied vs. 75% men)

- Those in learning (87% satisfied compared with 80% among those in work and 76% among those unemployed and looking for work; the latter figures falls to 73% among those looking for work that had been unemployed for 6 months or longer)

Consistent with Year 2 is the clear correlation between overall satisfaction levels with the site and whether users found all the information they were seeking when they visited: Among the 541 dissatisfied respondents over three-fifths (64%) had not found any of the information they had been looking for (and as little as 9% were able to find all or most if it). In contrast, of the 7437 satisfied respondents, three-quarters (75%) found all or most of the information they had been seeking and only 1% had not been able to find anything they had been looking for.

The main reasons for dissatisfaction were focused on:

- The site being too slow or crashing and therefore losing information already searched or compiled, this was particularly an issue with the C.V. Builder
- Not being able to find the information required
- Log-in issues
- Navigation issues

These points are demonstrated in the verbatim examples below.

*"I had tried to use your CV Builder and followed all the steps that was required of me for example save as you go and I completed the CV within 30mins but the CV had got lost twice. I had spoken to an adviser and I did not get the help I needed. I must say I am very disappointed because I thought that the video intro was impressive, however it has not lived up to its expectations. I must add that the CV Builder and the save options do not work and I would strongly advise for this to get looked into."*

*"It is aimed at people who have few or no qualifications, it has little information for people who are well educated and wish to retrain. The information it does have is poor i.e. nothing I didn't already know."*

*"Every single time I tried to login I encounter some problem. An eight digit security password that requires a number and upper and lower case letters, I forget it all the time. Just make login an easier process, please."*

*"It's complicated, busy and it is difficult to understand to know where to click because each page is stuffed with boxes and arrows. The skills check question pages look so similar in design you can't tell when a 'new' page has loaded. The website is also very slow to load from page to page."*

*"Issues with registering an account, prevented numerous times from setting up an account unnecessarily difficult and frustrating, need info on producing a current professional CV and wasted three hours of my time due to website issues."*

Over four in five web users would recommend the website to friends, family or colleagues (84%). Of the remainder, more said that they were unsure (12%) than said they would not recommend it (4%). These results are all very similar to Year 2 (83%, 13% and 4% respectively). Predictably there is a clear link between overall satisfaction and likelihood to recommend their site: over half of those dissatisfied (55%) would not recommend it (though 13% still would), while among those very or quite satisfied overall nearly all (95%) would recommend the site (just 1% would not).

The following were all more likely to say they would recommend the site: younger users (90% of those aged 16-19 and 87% of those aged 20-24, compared with 79% of those aged 50+); women (86% vs. 80% of men); those in learning (88% vs. 82% of those unemployed and looking for work, 79% if they had been out of work for at least 6 months); those whose first language was not English (88%) and Black / Black British users (89%).

## Suggested improvements to the site

Almost a quarter (23%) of web users had suggestions for how the website could be improved, rising to three-quarters of those dissatisfied overall (74%). The most common suggestions for improvement include:

- Improving site navigation / making it more user-friendly e.g. having a more simple layout
- Improved functionality, particularly in relation to the CV Builder and the login function. There were also a few mentions of issues with the Skills Health Check.
- More detailed / relevant information

These points are demonstrated in the verbatim comments below:

*“Layout is confusing, got lost going round in circles, my fully completed skills test did not save when I chose to sign up to an account. Design may put older people off (implies very youthful visitors around 16-25, thus made me feel I was kind of a loser for having to visit a site like this aged 35)”*

*“Easier and quicker access to the individual areas you are looking for, you feel that sometimes you have to go through several pages to find the relevant page you require.”*

*“Hard to criticise as it’s a great website but if I was to be fussy I think that there is a lot of information on the launch page which some may find overwhelming.”*

*“A better CV Builder. Only some of the info I typed into the template actually appeared on the finished CV. When I went back, all the info had gone and it took me 2 hours to compose. All lost. What a waste of time.”*

*“Had some technical difficulties when undertaking Skills Health Check - namely the time taken to load next question was sometimes a lot longer than expected”*

*“Being able to re-access the website to further edit a CV saved locally, without having to sign in/ create an account.”*

*“Be able to go back and change answers to questions in the skills check”*

*“Being able to redo questions on the Skills Health Check Tool as it can be easy to accidentally press something you didn't mean to.”*

*“Easier to register an account without continual rejections”*

*“More detailed information - for example further detail on how you would research the local labour market”*

*“Information felt quite basic and for those with lower skills / qualification levels.”*



# Chapter 7: Key drivers of satisfaction

The previous chapters examined levels of customer satisfaction with specific aspects of their call / meeting / visit to the website and revealed high levels of satisfaction. This chapter examines customer satisfaction with these aspects of the call / meeting / website further and aims, through correlation analysis, to identify key priorities for improvement.

First discussed are the key drivers of satisfaction of face-to-face and telephone customers before going on to discuss the key satisfaction drivers of online customers.

## Face-to-face and telephone customers

The specific aspects of the call / meeting tested were:

- The location and venue of the meeting (face-to-face customers only)
- The waiting time before the appointment (face-to-face customers only)
- The convenience of the time and date of the meeting (face-to-face customers only)
- The time it took for someone to answer the call (telephone customers only)
- The time taken to get through to the person who helped (telephone customers only)
- The length of time spoken with the adviser
- The professionalism of the adviser
- The helpfulness of the adviser
- The adviser's level of knowledge
- The adviser understanding the customer's needs
- The information and advice being clear and easy to understand
- The usefulness of the information, advice or guidance
- That the customer got the information, advice or guidance to make an informed decision about what to do next.

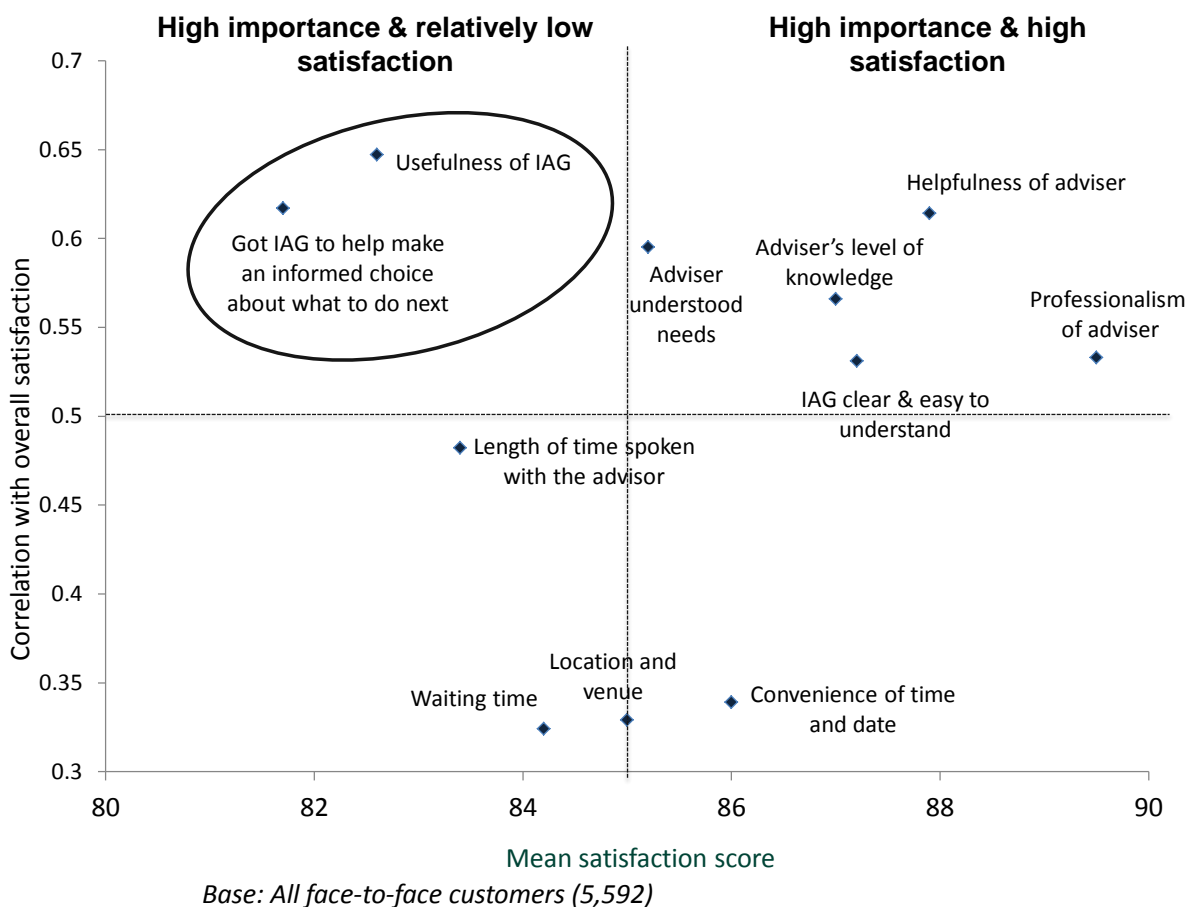
## Correlation analysis: Face-to-face customers

Correlation analysis investigates the level of association between different variables and gives an indication of each variable's relative importance. Here we test the correlation between satisfaction with each individual aspect of the National Careers Service and overall satisfaction with the service. This gives an indication of the importance of each aspect in driving overall satisfaction.

Results of this analysis for face-to-face customers are shown in Figure 7.1. The x-axis shows the mean satisfaction score for each aspect of service: the further right on the chart a factor appears, the higher the level of customer satisfaction. As can be seen, face-to-face customers were most satisfied with the professionalism of the adviser and relatively least satisfied with getting the information, advice or guidance to make an informed decision about what to do next.

The vertical, y-axis shows the correlation of an individual factor with overall satisfaction with the service. The higher a factor appears the more closely correlated it is with overall satisfaction. Therefore, the waiting time before the meeting was shown to correlate the least with overall satisfaction and the usefulness of the information, advice or guidance was shown to correlate the most with overall satisfaction.

**Figure 7.1: Correlation with overall satisfaction: face-to-face customers**



The lower half of the chart shows that logistical, operational aspects of face-to-face meetings (waiting time, the location and venue, and the convenience of the date and time

of the session) tend to have a **very weak correlation** with overall satisfaction, (as was found in Years 1 and 2). This suggests that any improvement in these aspects would be unlikely to bring about an increase in overall satisfaction. They may though be 'hygiene factors' which are expected to be performed well and can cause dissatisfaction if poorly delivered.

The top right quadrant of the chart shows factors that are **highly correlated** with overall satisfaction and have comparatively **high satisfaction** scores. These include several aspects relating to the adviser (helpfulness, professionalism and level of knowledge), as well as the information and guidance being clear and easy to understand, and the adviser understanding the customer's needs. These aspects of the meeting may not require improvement, but it will be important to maintain satisfaction levels in these areas in order to maintain overall satisfaction.

The top left quadrant shows factors that are **highly correlated** with overall satisfaction and have **comparatively low satisfaction** scores (though the 'squashed' scale of the graph should be noted). Of particular note are the usefulness of the information and guidance and whether the information and guidance helped customers to make an informed choice about what to do next. Because satisfaction with these aspects of the meeting is comparatively low, these aspects offer the most potential for increasing overall satisfaction and should be a key focus of attention.

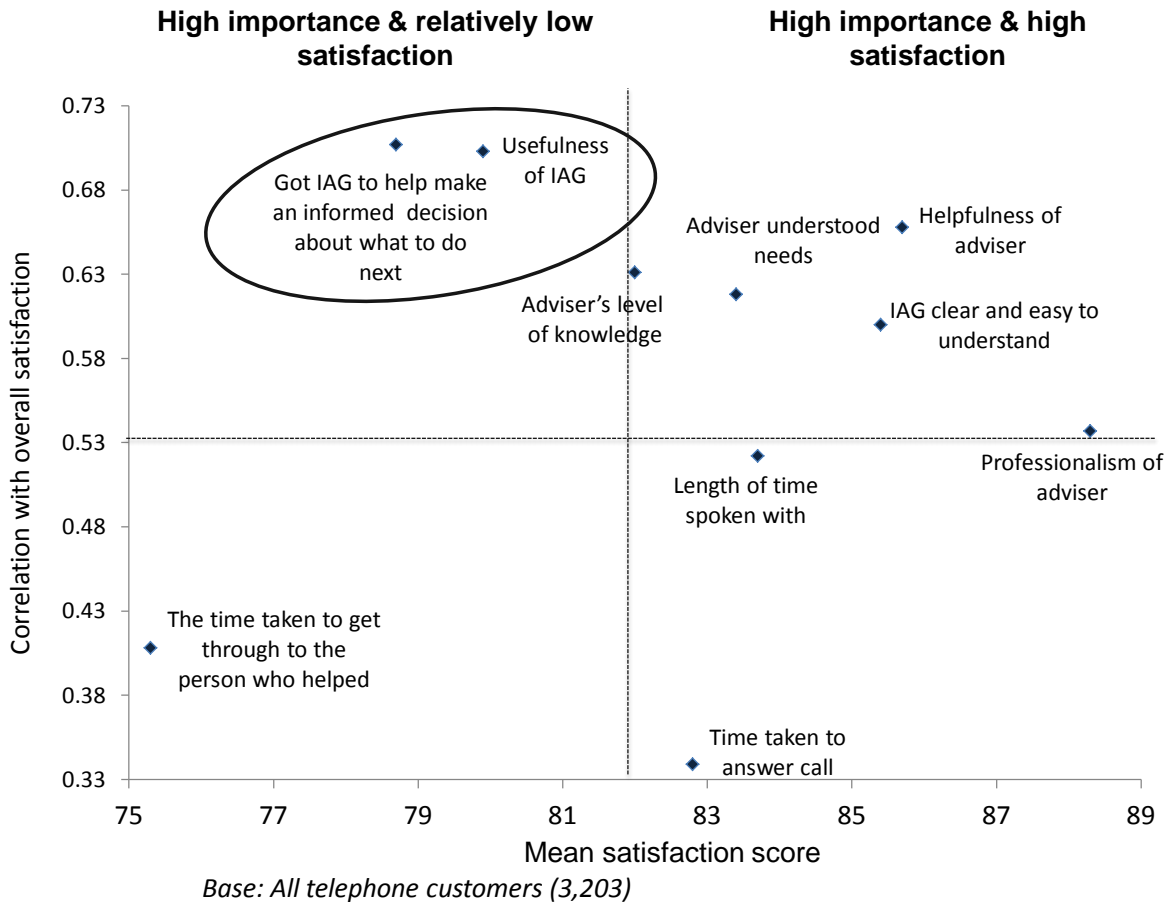
Improving customers' experiences of the usefulness of the information, advice and guidance may be down to the management of customers' expectations of the service and better informing them of how any advice and guidance can best be used.

Correlation analysis also revealed that for older customers, the issues around getting the information, advice and guidance to help make an informed choice about what to do next (and to a lesser extent the usefulness of the information, advice and guidance) are more pertinent: those aged 25+ (particularly those aged 50+) were less satisfied with these two factors than average and yet for these groups these aspects were more highly correlated with overall satisfaction.

## Correlation analysis: Telephone customers

Figure 7.2 shows the same analysis for telephone customers.

**Figure 7.2: Correlation with overall satisfaction: telephone customers**



The results of the correlation analysis for telephone customers are very similar to the results for face-to-face customers and again were similar to what was found in Years 1 and 2. Operational aspects (time taken to answer the call, time taken to get through to the person who helped), shown in the bottom half of the chart, **correlate very weakly** with overall satisfaction. Increasing satisfaction with these aspects is therefore not likely to improve overall satisfaction, although a significant decrease in satisfaction with these factors could have a negative effect overall.

As with face-to-face customers, aspects relating to the adviser (helpfulness, understanding of customer needs and professionalism) are **highly correlated** with overall satisfaction and have **high satisfaction** ratings as do the advice being clear and easy to understand and the adviser's knowledge. These results suggest that these aspects of the telephone service may not need improvement, but efforts should be made to maintain customer satisfaction with each aspect in order to maintain the high levels of overall satisfaction with the service.

As with face-to-face customers, the usefulness of the information and guidance and whether the information and guidance helped to make an informed choice about what to

do next **correlate highly** with overall satisfaction and have comparatively **low satisfaction** ratings. As satisfaction with these aspects of the call is comparatively low and they offer the most potential for increasing overall satisfaction, a key objective should be to improve customers' experiences of these aspects.

Once again, getting the information, advice and guidance to help make an informed choice about what to do next (and to a lesser extent, the usefulness of the information, advice and guidance) are particularly important to improve among those aged 25+ (particularly those aged 50+) as satisfaction with these aspects was lower than average and yet correlation of these aspects with overall satisfaction was higher than average for this group. Thus attention needs to be paid to these groups in particular in order to raise overall satisfaction with the service.

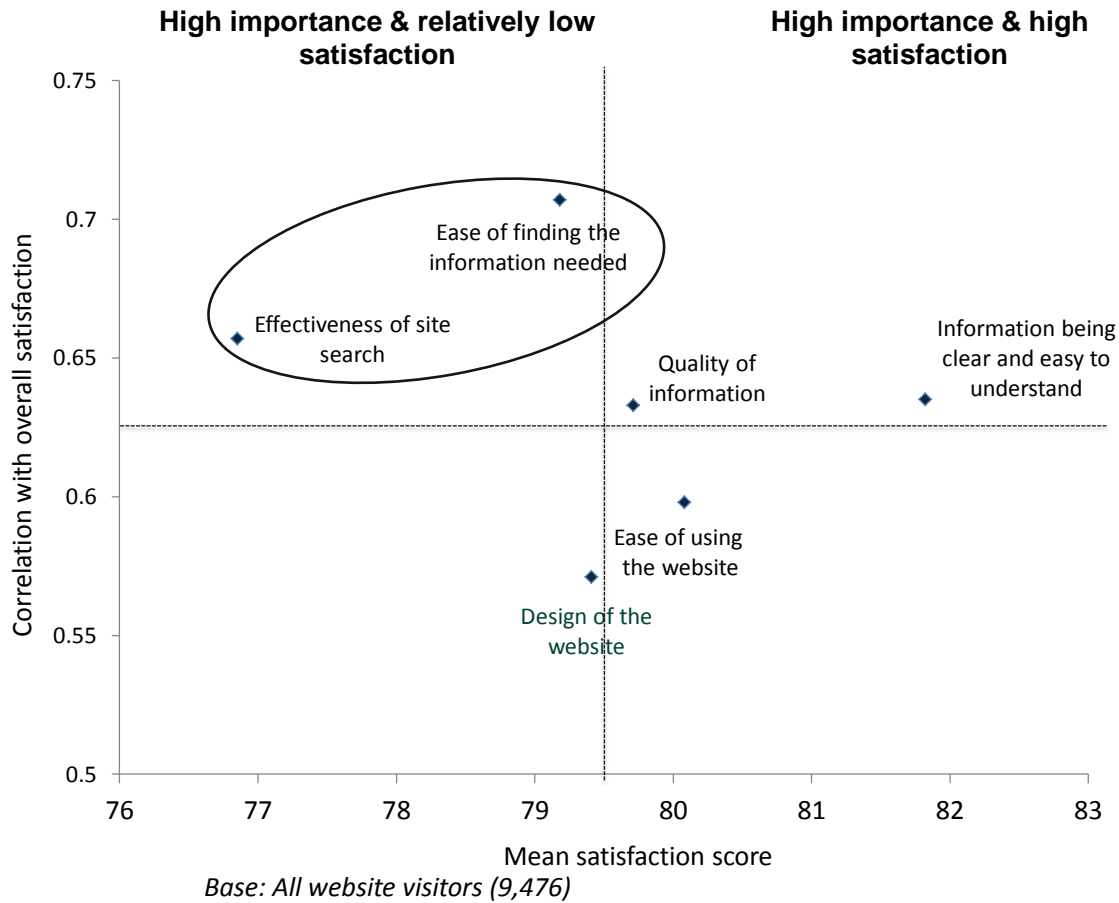
### **Correlation analysis: Online customers**

The specific aspects of the website measured were:

- How easy it was to find the information needed.
- The information being clear and easy to understand
- The quality of the information (it being up to date, relevant, accurate etc.)
- How easy the website was to use
- The design of the website
- How effective the site search was.

Correlation analysis tested satisfaction with each individual aspect of the National Careers Service website with overall satisfaction with the website. Results of this analysis among online customers are shown in Figure 7.3.

Figure 7.3: Correlation with overall satisfaction: Website users



Aspects of the website that were rated highly and were also highly correlated with overall satisfaction were the information on the site being of high quality and being clear and easy to understand. These aspects of the website may not require particular improvement, but efforts should be made to maintain these high satisfaction levels in order to maintain overall satisfaction.

The design of the website and the ease of using the website shown in the bottom half of the chart, **correlates more weakly with overall satisfaction than the other aspects measured**. Improving these aspects of the site are therefore not as likely to improve overall satisfaction as much as the other measures.

Aspects of the website that emerged as correlating highly with overall satisfaction but having **comparatively** low satisfaction ratings were the effectiveness of the site search and the ease of finding the information needed (as shown in the top left hand quadrant of the chart – the latter is particularly associated with satisfaction). As satisfaction with these aspects of the site is comparatively low particular effort should be made to improve them in order to increase customer satisfaction overall.

# Chapter 8: Customer progression following their dealings

This chapter outlines the extent to which National Careers Service customers progressed in the six months since their call or meeting with an adviser, or in the three months since their visit to the website.

The chapter first considers how the employment status of face-to-face and telephone customers changed from the time of their intervention to six months after the call/meeting. It then looks at customer progression in terms of some of the main Key Performance Indicators: employment progression, learning progression and personal added value.

The final section of the chapter looks at progression among customers accessing the National Careers Service website.

## Change in employment status (face-to-face and telephone customers)

Customers interviewed for the progression survey were most likely to be unemployed and looking for work (70%<sup>4</sup>) at the time they had their adviser session. A sixth had been in work (16%) with the remainder in learning (5%) or in some other situation (9%), covering those unable to work due to ill health (5%), those with home / family responsibilities (2%) and the retired (0.4%).

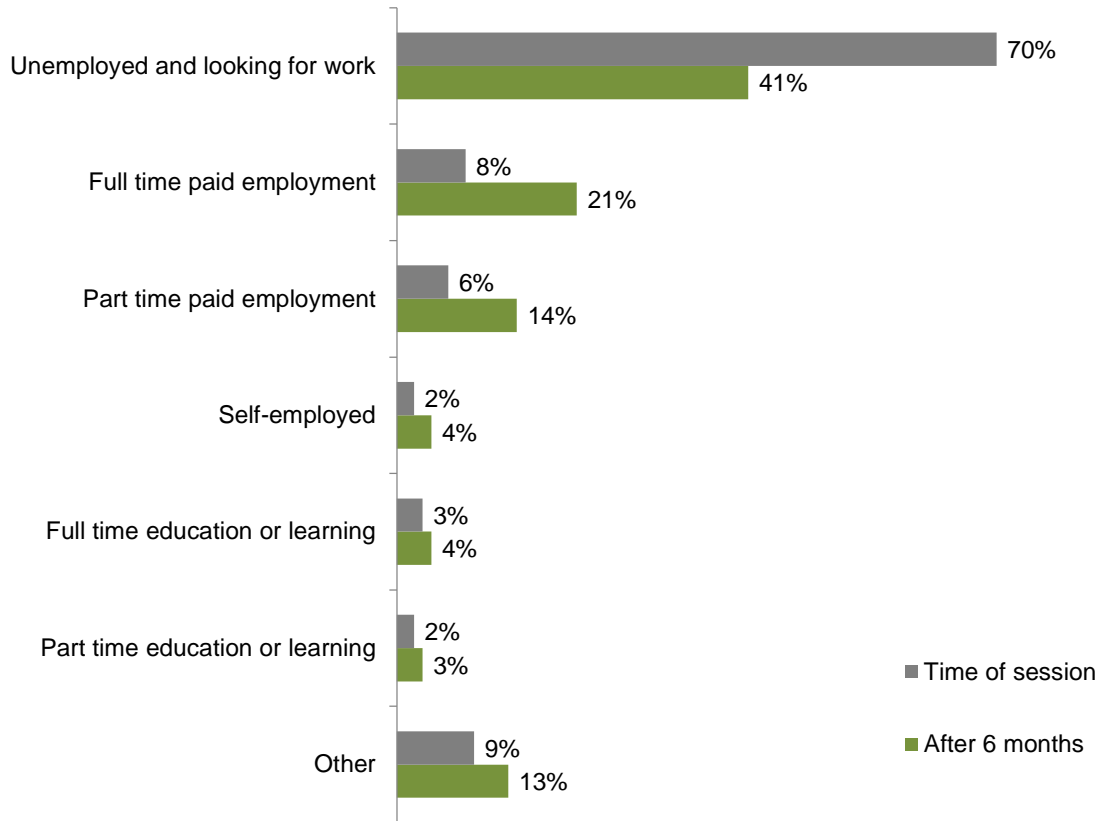
Six months later, there was a large fall in the proportion of customers who were unemployed and looking for work (of 29 percentage points, slightly higher than the 25 percentage points in Year 2 and 26 in Year 1), and a large increase in the percentage in work, particularly in full-time employment (an increase of 13 percentage points) and part-time employment (an increase of 8 percentage points).

Results are summarised in Figure 8.1.

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<sup>4</sup> This is very similar to the figure among the larger number of respondents completing the Satisfaction Survey, where 68% were unemployed and looking for work, 18% were in work, 4% were in learning, and 9% in other situations. Because the results on work status at the time of adviser session were so similar across the Satisfaction and Progression surveys we can be confident in using Progression Survey results to describe the change in employment status.

**Figure 8.1: Employment status at the time of the call / meeting and six months later (telephone and face-to-face customers)**



Base: Progression survey telephone and face-to-face customers – all customers (6,392)

Young customers were particularly likely to move out of the unemployed and looking for work category (a fall of 35 percentage points for those aged 19 or younger and 31 percentage points for those aged 20-24) as were 18-24 NEETs (a fall of 49 percentage points) and JCP customers (a fall of 37 percentage points).

As mentioned in Chapter 3 the work status of face-to-face and telephone customers was quite different, with telephone customers much more likely to be in work than face-to-face customers. That said, among both groups significant movement into employment and learning occurs, as shown in Figures 8.2 and 8.3

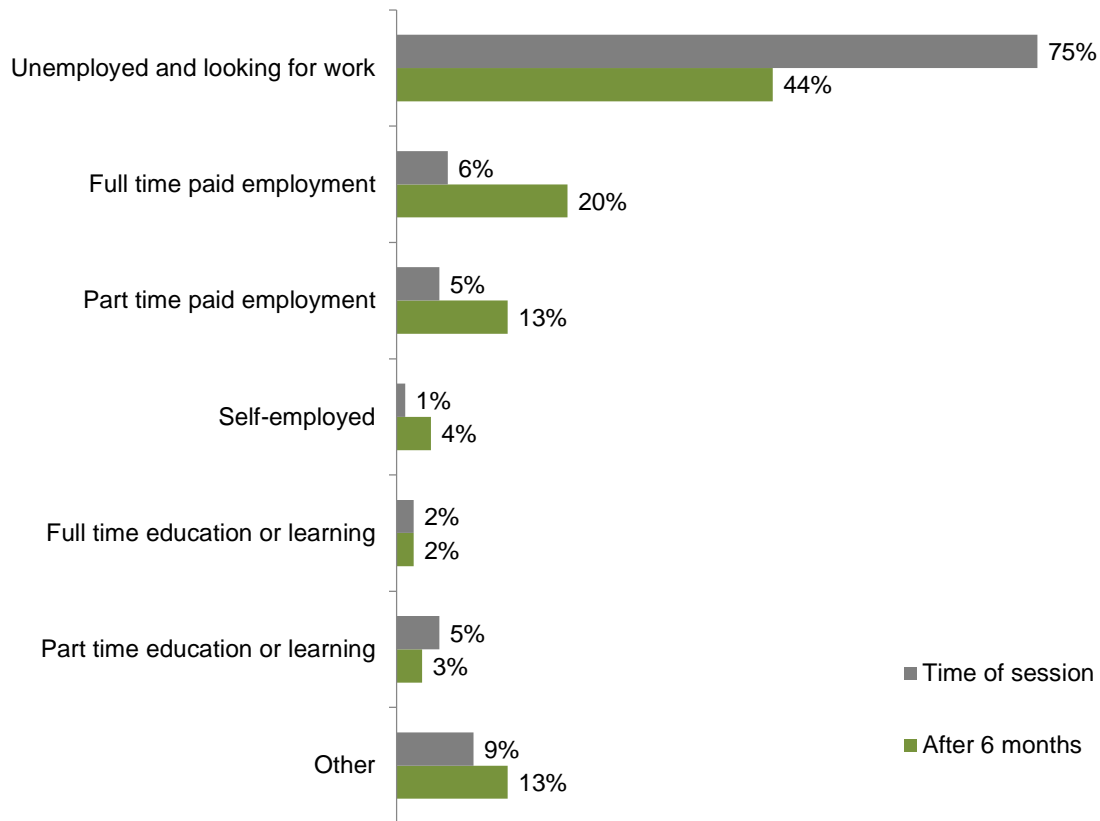
At the time of their initial intervention, face-to-face customers were most likely to be unemployed and seeking work (75%) while 12% were working and 7% were in education or learning. After six months many fewer face-to-face customers were unemployed and looking for work (44%), and an increased incidence of employment (a rise of 14 percentage points for full time employment, 8 percentage points for part-time employment and 3 percentage points for self-employment).

Overall approaching two-fifths of face-to-face customers (37%, higher than found in Year 2) were in paid employment six months after their session with a National Careers Service adviser, compared with 12% at the time of the session. Consistent with Year 1 and 2, there



was minimal change in the proportion of face-to-face customers in education or learning over the six month period.

**Figure 8.2: Employment status of face-to-face customers at the time of the call / meeting and six months later**



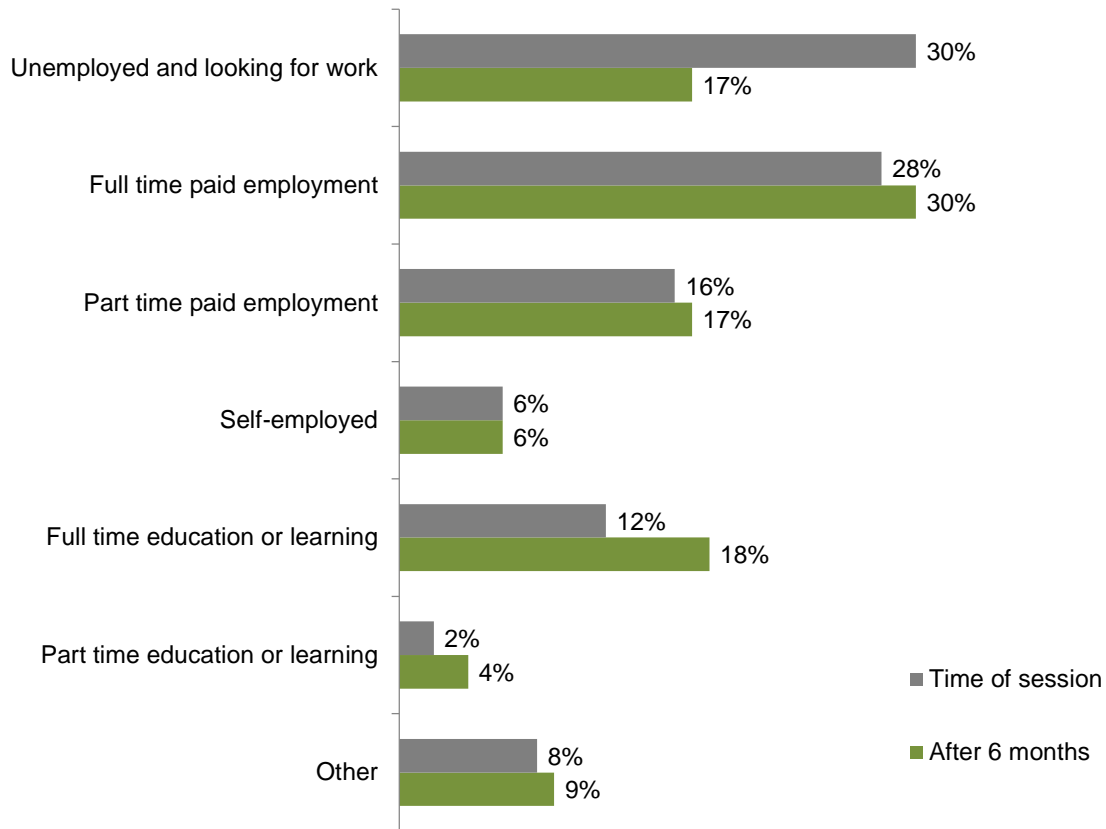
Base: Progression survey – face-to-face customers (3,993)

As shown in Figure 8.3, half of telephone customers were working at the time of their call with an adviser (49%), with 30% unemployed and looking for work and 14% in learning.

As with face-to-face customers, there was a fairly large decrease in the proportion falling into the 'unemployed and looking for work' category six months following the intervention (a fall of 13 percentage points) and a slight increase in the proportion in paid work, albeit on a smaller scale than seen among face-to-face (a rise of 2 percentage points for full-time employment, 1 percentage points for part-time employment and no difference in self-employment). There was a slightly more noticeable difference in the proportion of telephone customers moving into learning compared to face-to-face customers (4 percentage points for full-time education or learning and 2 percentage points for part-time education or learning). In Year 2 this difference was more marked however with an increase of 19 percentage points into learning among telephone customers.

Results among telephone customers are shown in Figure 8.3.

**Figure 8.3: Employment status of telephone customers at the time of the call / meeting and six months later**



Base: Progression survey – all telephone customers (2,399)

## Summary of the extent of employment progression, learning progression and personal added value

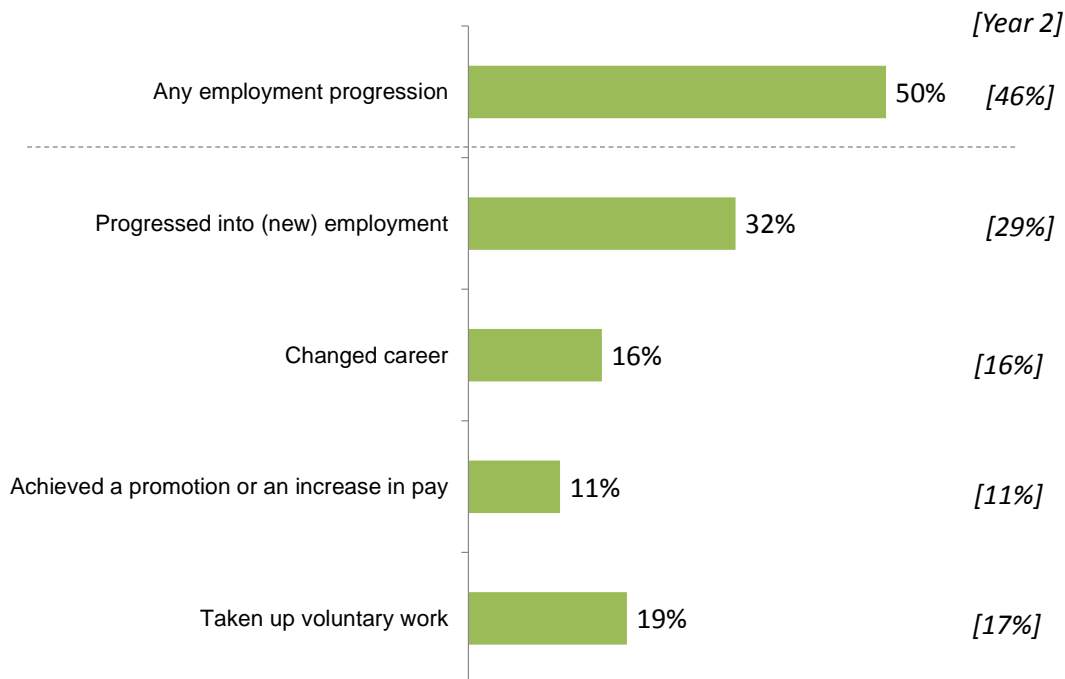
The following sections in the chapter look at the extent and nature of employment progression, learning progression and personal added value achieved among the face-to-face and telephone customers participating in the Progression survey in the six months following their interactions with the National Careers Service (results among online customers are presented as a discrete section later in the chapter). As Figure 4.3 summarised in the Key Performance Indicators chapter:

- 65% had progressed in learning
- 50% had progressed in employment (37% if voluntary work is excluded)
- 80% had progressed in learning and/or employment
- 89% had gained 'personal added value'
- 94% had benefitted in at least one of these ways.

## Employment progression among telephone and face-to-face customers

Exactly half of customers had achieved a number of different employment outcomes in the six months since the National Careers Service call or meeting. This is significantly higher than was the case in Year 2 (46%). Figure 8.4 lists the type of employment progression achieved. It is important to note that this includes those getting a job and then returning to unemployment within the six months. Almost a third of all face-to-face and telephone customers (32%, up from 29% in Year 2) had progressed into new employment (either from having been out of work, or moving to a new job), 16% had achieved a career change, and one in nine (11%) had achieved a promotion or pay rise. Almost a fifth (19%) had taken up voluntary work since their call / meeting (up from 17% in Year 2).

**Figure 8.4: Employment progression (face-to-face and telephone customers)**



Base: Progression survey – all customers 6,392

Face-to-face customers were more likely to have experienced employment progression than telephone channel customers (51% vs. 46%), though telephone advice customers achieved employment progression at similar levels to face-to-face customers (50% vs. 45% among information customers). The difference between face-to-face and telephone customers was particularly marked for progression into new employment (33% vs. 20% respectively). On the other hand, reflecting that telephone customers are more likely to be in work at the time of their session they were more likely to experience a promotion or pay rise (16% vs. 11% among face-to-face customers).

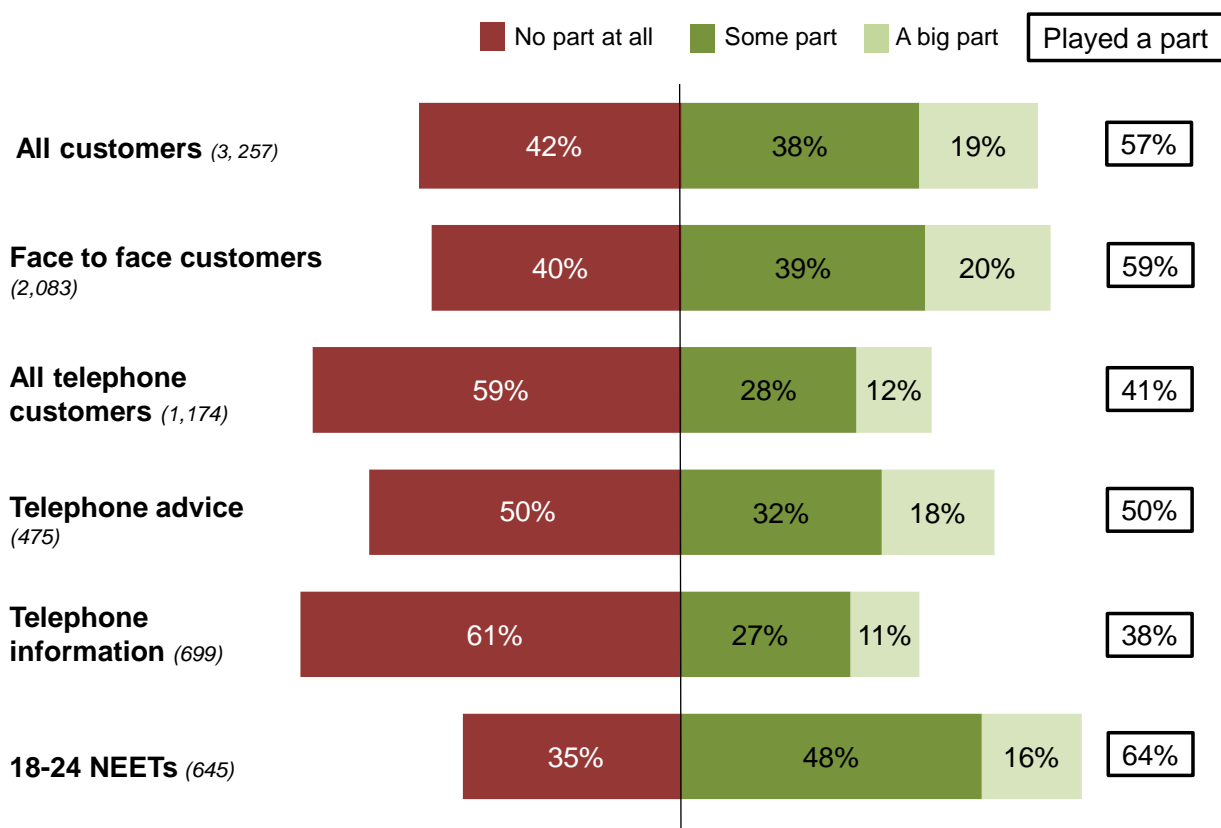
Customers who had achieved employment progression were asked the extent to which they felt their adviser had contributed to this progression. There was a significant increase in the proportion attributing their progression, at least in part, to their adviser (from 54% in

Year 2 to 57% in Year 3). This includes 19% who thought they ‘played a big part’ (similar to the 18% in Year 2).

The proportions achieving any employment progression believing the adviser played some part in their progression varied according to customer type (as shown in Figure 8.5) with face-to-face customers more likely to agree than telephone customers (59% vs. 41%), and telephone advice customers more often saying the adviser played some role than information customers (50% vs. 38%). This clearly reflects different levels of adviser input.

### Figure 8.5: Role of National Careers Service adviser in achieving employment progression

Those aged under 20 achieving employment progression were more likely to feel that their



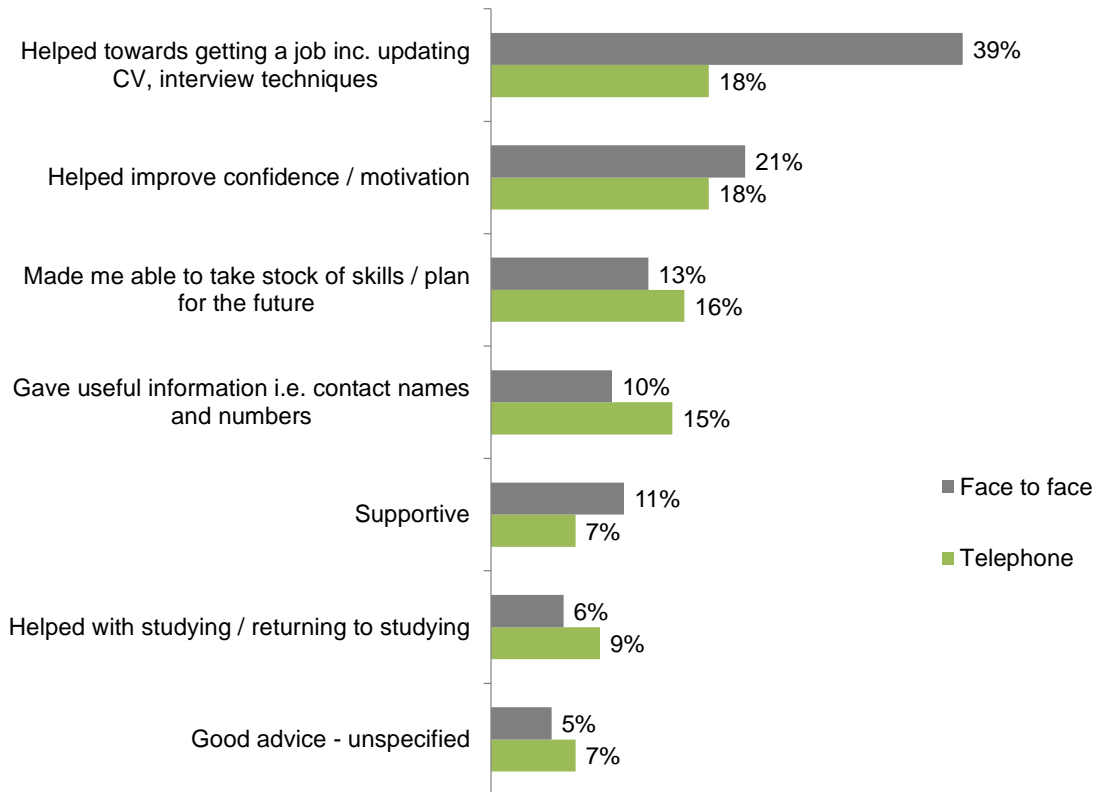
Base: Progression survey – those who achieved an employment outcome

adviser had played a part in helping them achieve this progression (68%, compared with 51% among those aged 50+). The figure was also high among NEET aged 18-24 who achieved employment progression (64%). This suggests that the service is particularly influential for young people. Those with qualifications below Level 2 were also more likely than higher qualified customers to feel the adviser played a *big part* in helping them achieve employment progression (24% vs. 17%).

The most common way in which the National Careers Service advisers helped people achieve employment progression related to improving job-seeking skills such as updating or improving their CVs and improving interview techniques (38%). This particularly helped face-to-face customers (39% vs. 18% among telephone customers). The adviser also

quite often helped in regard to confidence and / or motivation (21%). Results are shown in Figure 8.6 – these are very similar to those found in Year 2.

**Figure 8.6: How the National Careers Service adviser helped customers achieve employment progression (spontaneous)**



Base: Progression survey – those whose adviser played a part in progression (face to face 1,059, telephone 409)

Customers who had not achieved employment progression were asked if there was anything else their National Careers Service adviser could have done to help. Around one in eight (13%) of these customers felt that the adviser could have done more, exactly the proportion found in Year 2. Non-White British customers not achieving any employment progression were more likely than average to feel the adviser could have done more (23% vs. 10% of White British customers), as were those seen in the East of England (20%). Younger customers were less likely to feel more could have been done (6% of those aged under 20).

Customers who felt that their adviser could have done more to help them most commonly mentioned a desire for more options (29%), (better) advice or information on specific jobs (16%) or courses (16%), more call back and/or follow-up (15%), been more encouraging (9%) or given them more time (9%). 8% of those feeling the adviser could have done more to achieve employment progression simply wanted the adviser to get them a job.

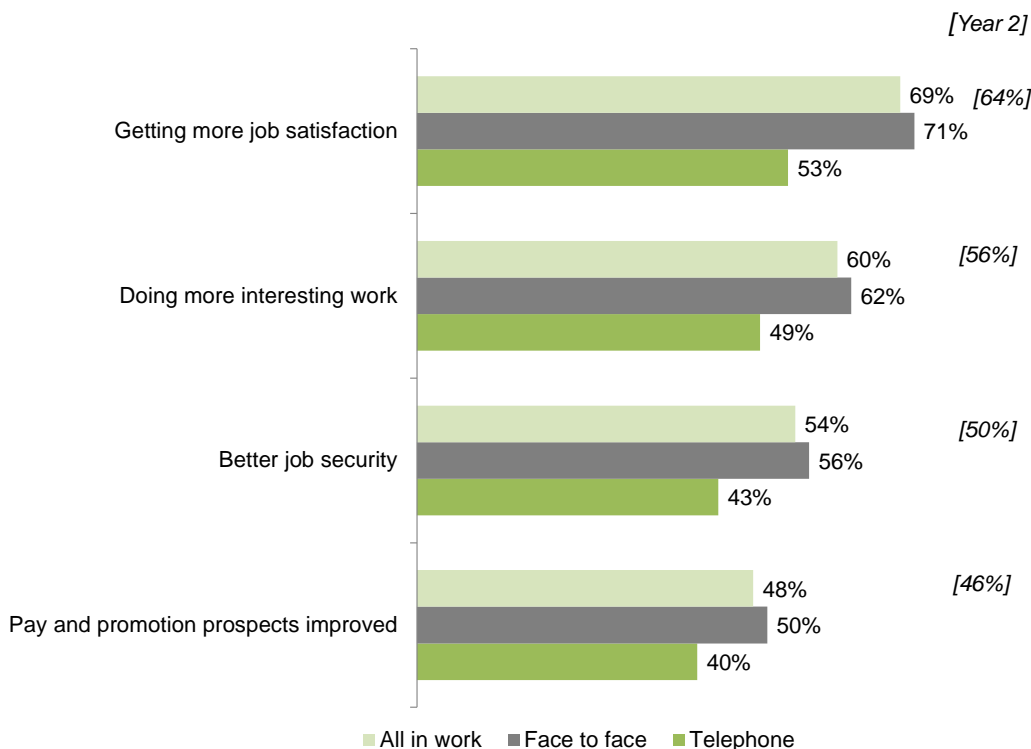
## Positive changes at work

In addition to the 'hard' employment outcomes outlined in Figure 8.4, customers that were working when interviewed were asked about a range of other benefits they may have experienced in their job or career in the six months following their intervention (shown in Figure 8.7).

Increased job satisfaction (69%) and undertaking more interesting work were the two most common changes (60%). Both levels have increased from Year 2 (when the comparative figures were 64% and 56% respectively). Over half felt that their job security had improved (54%) and a similar proportion (48%) felt that they now had better pay and promotion prospects (again higher than the 50% and 46% in Year 2). This rise is a continual trend with each measure increasing by five percentage points between Year 1 and Year 2.

As show in Figure 8.7 face-to-face customers were more likely than telephone customers to say that they had benefited in each way.

**Figure 8.7: Positive changes at work**



Base: Progression survey – those currently working (face to face 1,497, telephone 1,315)

As found among those experiencing employment progression generally, just over half (56%) of customers who benefitted from one or more positive changes at work attributed these changes, at least in part, to the advice received from the National Careers Service, with 18% feeling that the adviser played a big part. Again, levels of attribution were significantly higher among face-to-face customers (58%) than among telephone advice (52%) or telephone information customers (40%). Under 20s experiencing positive changes at work were more likely than average to say the adviser played a part (65%), though less likely to feel they had played a big part (12%).

## Changing job role or employer

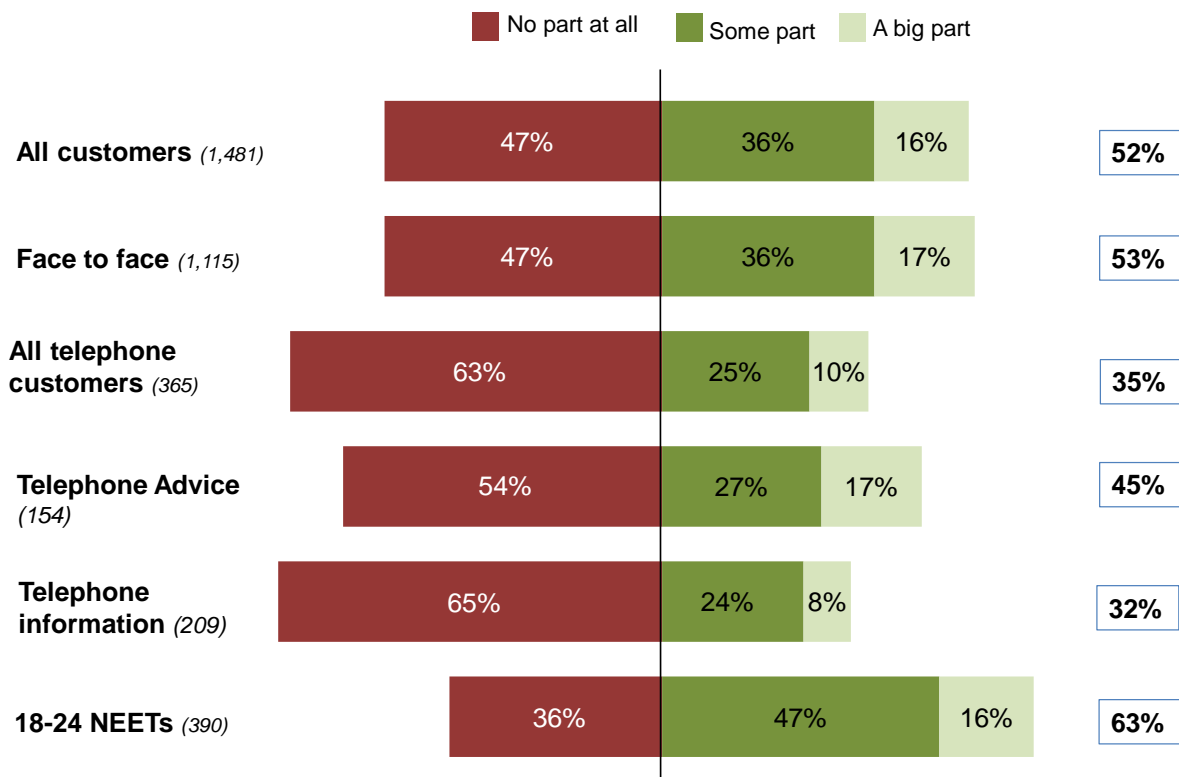
Of the customers in work at the time of the call / meeting and also in work at the time of the progression interview six months later, the majority (61%) reported that they were still working in the same job and for the same organisation. This leaves a sizeable minority that had changed either job or employer over the six months since the adviser session. Overall 22% were in a different role and working for a different organisation (this particularly high, at 31% among those aged 20-24), 11% had moved employers while remaining in the same job role, and 6% were working in a different role within the same organisation.

Face-to-face customers that were working at the time of the session and six months later were more likely to have changed their job role or organisation (42%) than telephone customers (30%).

## Moving from unemployment into employment

Over one quarter (27%) of all Progression Survey respondents were working six months after their intervention but had been unemployed at the time of their intervention. This is significantly higher than found in Year 2 (24%). This cohort was asked to identify the extent to which the National Careers Service adviser had contributed to their move into employment. Results are shown on Figure 8.8.

**Figure 8.8: Role of National Careers Service adviser in helping customers move into work from unemployment**



Base: Progression survey – those who moved into work since intervention

At an

overall level, 52% of this group reported that the advice they received played a part in getting the job, with 16% feeling it played a big part. Predictably, these figures were

highest among face-to-face customers (53%) and higher among telephone advice customers (45%) than telephone information customers (32%).

Customers of South West Tribal were particularly likely to feel the advice received had played a big part in their move into work from having been unemployed (26%).

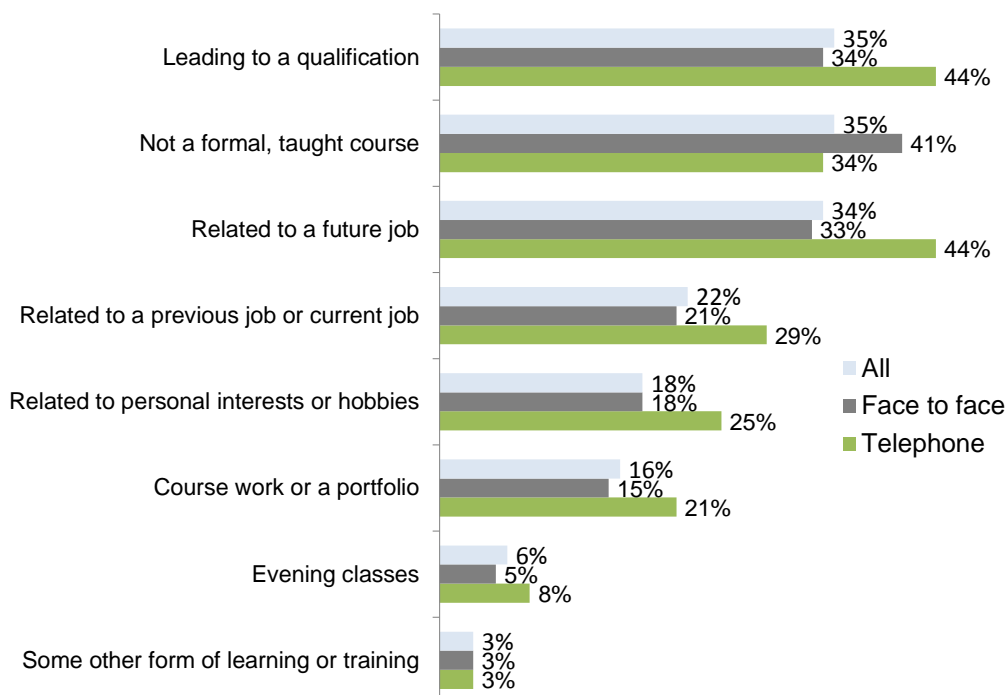
## Learning progression

As discussed in chapter 4, the incidence of Learning Progression increased slightly between Year 2 and Year 3 from 63% to 65%. As in Year 2, Learning Progression was higher among telephone information customers (74%) than telephone advice (69%) or face-to-face customers (64%). This clearly related to the fact that telephone customers are more likely to contact the National Careers Service for learning focused advice than face-to-face customers (as discussed in chapter 3).

The groups particularly likely to have experienced learning progression, as in Year 2, were: those with prior qualifications at Level 2 or higher (70% vs. 56% among those with below Level 2 highest qualifications), non-White British customers (71% vs. 63% White British), and those aged under 20 (67%) or 20-24 (68%).

The various types of learning involved in the learning progression measure are shown in Figure 8.9. In the majority of cases, telephone customers were much more likely to have undertaken a particular course than face-to-face customers, with the exception of the proportions deliberately trying to improve their knowledge/ teach themselves a skill without taking part in a formal, taught course (i.e. the 'Not a formal, taught course' measure). It is important to note that the latter type of learning was quite common among all customers with 35% of all progression survey customers reporting that they had done so in the 6 months following their intervention. Note, one learning activity can come within a number of categories.

**Figure 8.9: Form of learning or training undertaken since the call / meeting**



Base: Progression survey – all customers 6,392 (face to face 3,993, telephone 2,399)



Exactly the same proportion of Year 3 customers as Year 2 customers now have a higher qualification than the qualifications they held at the time of their intervention (9%).

Those experiencing learning progression were asked the extent to which their National Careers Service adviser had contributed to their decision to undertake the learning or training they had done. As in Year 1 and 2, a little over three-fifths (63%) of this group attributed the learning they had experienced to the advice they received from the National Careers Service adviser, with over a quarter (27%) saying the adviser played a big part.

Those more likely to say the adviser played a part in their learning progression were: face-to-face customers achieving learning progression (64% vs. 57% of telephone advice and 50% of telephone information customers), those with qualifications below Level 2 (73% vs. 59% above Level 2) and those with a reported disability (67% vs. 61% of those without). It was also higher for customers of CSW and Tribal in the South West, and those in the West Midlands (69% - 71%).

Of those who had not progressed in learning in the six months since their call / meeting, 15% felt that their adviser could have done more to help them do so (rising to 20% among telephone customers - the figure varied little by demographic characteristics).

The most commonly cited ways in which these customers felt the adviser could have done more were similar to those described for helping achieve employment progression:

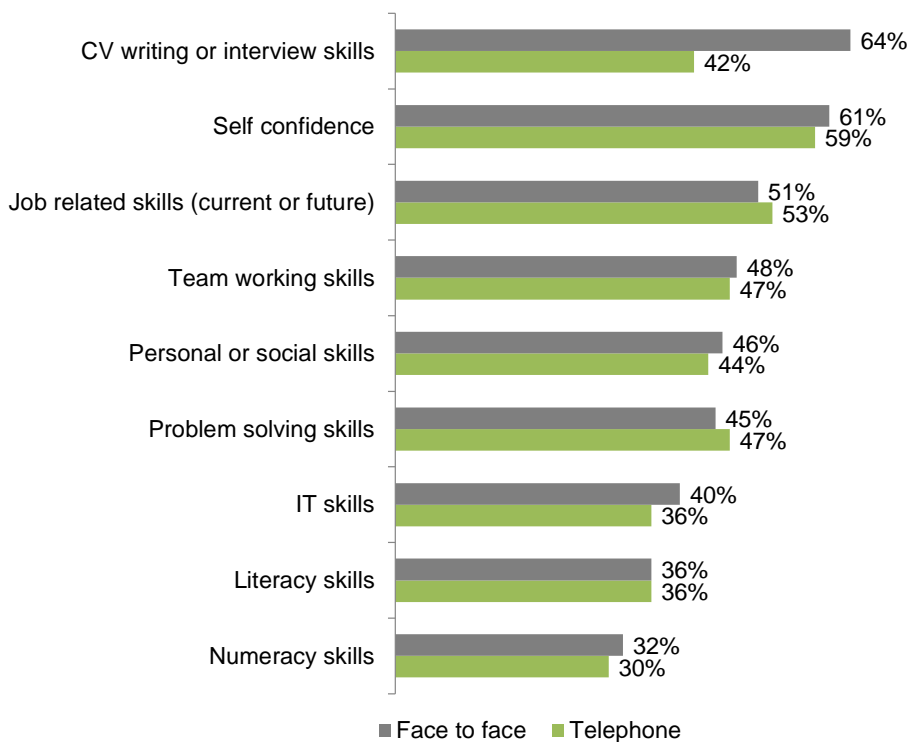
- Making the customer aware of more training options (28%)
- Giving more / better information about courses (27%)
- Following up or calling back (14%)
- Being more encouraging (14%)
- Giving more information about what funding is available (11%)
- More specific careers advice (11%)

Customers were asked whether they felt that the information or advice from the National Careers Service adviser has made it more likely that they will undertake learning in the future. Looking at all progression survey customers, 63% felt that their likelihood had increased; 30% felt future learning was *much more* likely. Those with qualifications below Level 2 were more likely than average to think future learning was more likely because of their dealings with the National Careers Service (67%).

## Personal added value: Skills and personal development

Overall 89% gave responses indicating that Personal Added Value since their dealings with the National Careers Service (similar to the 88% in Year 2). The three most common ways in which personal value had been added (amongst all customers) were improvements in CV writing or interview skills (62%), increased self-confidence (61%), and/ or gaining or improving skills related to current or future employment (51%). As found in Year 2, face-to-face customers were much more likely to have improved CV writing or interview skills (64% compared with 42% of telephone customers). Otherwise differences between the two groups were relatively slight.

**Figure 8.10: Skills and personal development outcomes (prompted)**

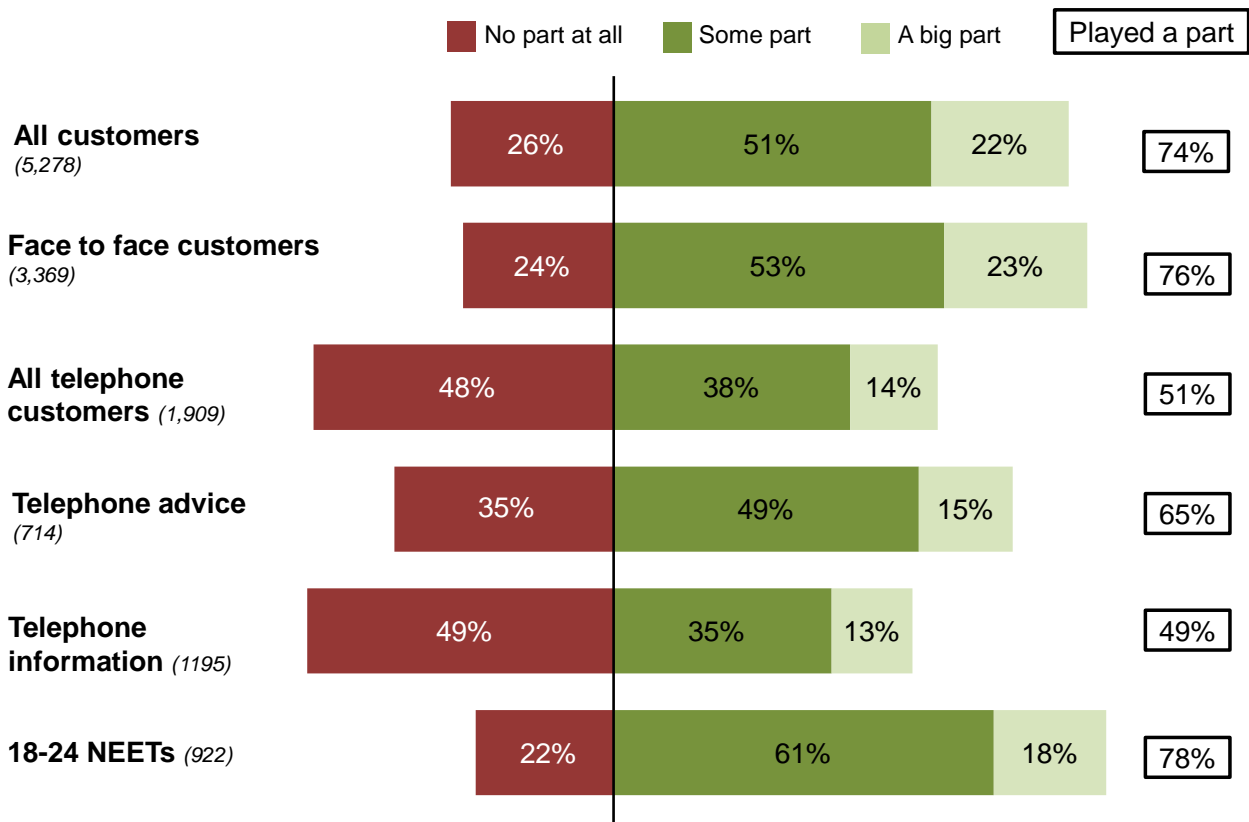


*Base: Progression survey – all customers (face to face 3,993, telephone 2,402)*

Results in Year 3 are a little more positive than in Year 2: the proportion reporting increased self-confidence increased from 59% in Year 2 to 61% in Year 3, and for job-related skills it increased from 49% to 51%.

Customers with added personal value were asked the extent to which the National Careers Service information and advice had played a part in their development in these areas. Customers are much more likely to attribute gains in this area to the role of the adviser than they are for employment or learning progression. As is consistently the case (across years and for other progression measures), face-to-face customers were more likely to give a role to their adviser as were telephone advice customers compared with telephone information customers.

**Figure 8.11: Role of National Careers Service adviser in bringing about skills and personal development outcomes**



Base: Progression survey – those who achieved skills / personal development outcomes

Under 20s gaining skills were the most likely to say the adviser played a role in this (80%; of which 17% said they played a big part). It is interesting though those aged over 25 were more likely to say the adviser played a big part in their skills development (24% vs. 17% among under 25s).

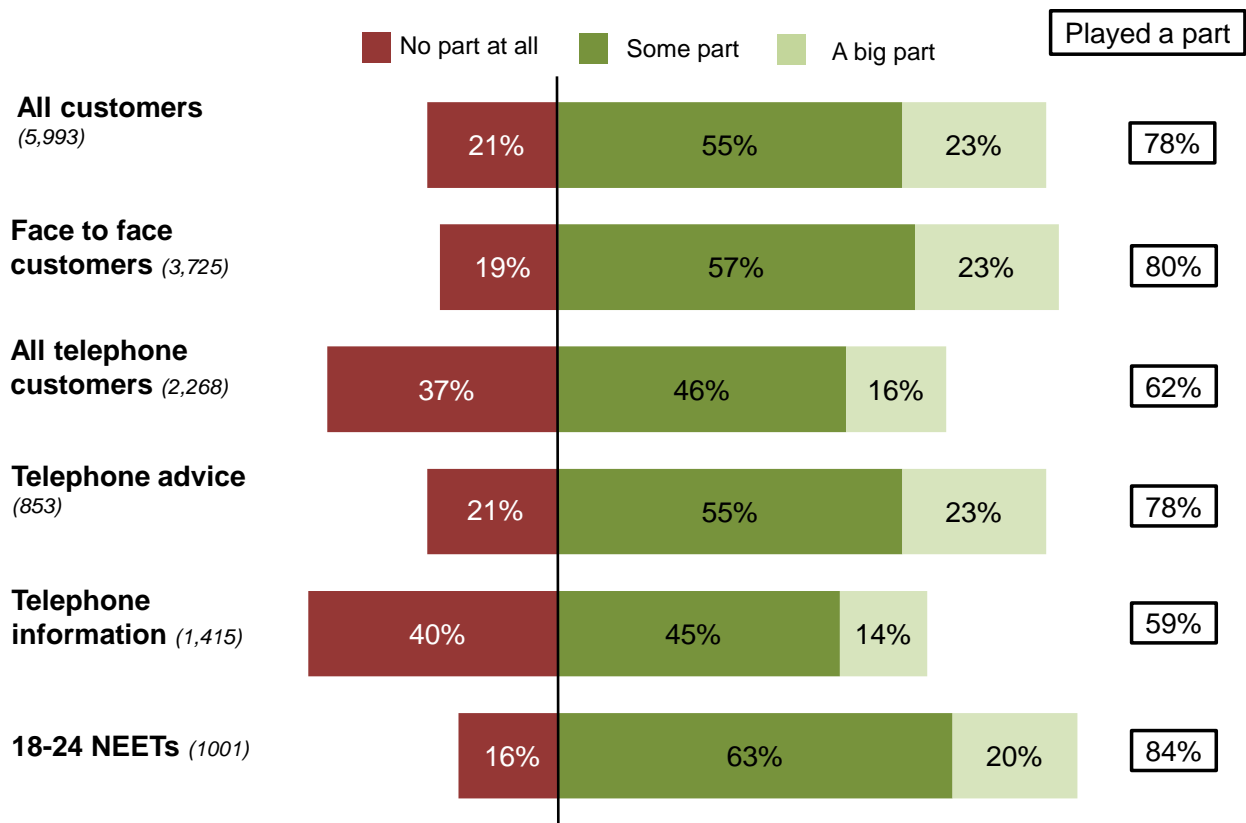
The final area of progression focuses less on specific skills and instead covers a range of other personal development areas: interest in doing more learning; awareness of learning or training options; motivations to find work or change careers; awareness of work and career opportunities; ability to make career or training decisions; knowing what to do next in their life; confidence.

As found in the previous two years, the vast majority (93%) of customers reported an improvement in one or more of these areas in the six month period since their adviser session. For each individual measure around 71% - 77% of all Progression Survey customers noticed an improvement, and typically 39%-41% stated that each area had increased a lot. The one area where customers were more positive than average was motivation to find work or change careers, where half (49%) said this had increased a lot in the six months following their adviser session.

Among the customers seeing improvements in one or more of these areas, over three-quarters (78%) felt that the National Careers Service support helped them achieve this, with 23% feeling the advice played a big part. As shown in Figure 8.12, there was wide variation between face-to-face and telephone advice customers (both 78%), and telephone information customers (59%).

Other groups particularly likely to feel that the advice received had played a part in their development include those aged under 20 (86%), those unemployed at the time of their intervention (80%), those aged 18-24 NEET (84%) and those seen in JCP offices (25% said it played a big part). Those with qualifications below Level 2 were more likely to say the assistance played a big part (27%), but no more likely overall than higher qualified customers to say the adviser played some part in these developments.

**Figure 8.12: Role of National Careers Service adviser in bringing about personal development**



Base: Progression survey – those who achieved skills / personal development outcomes

## Progression among website customers

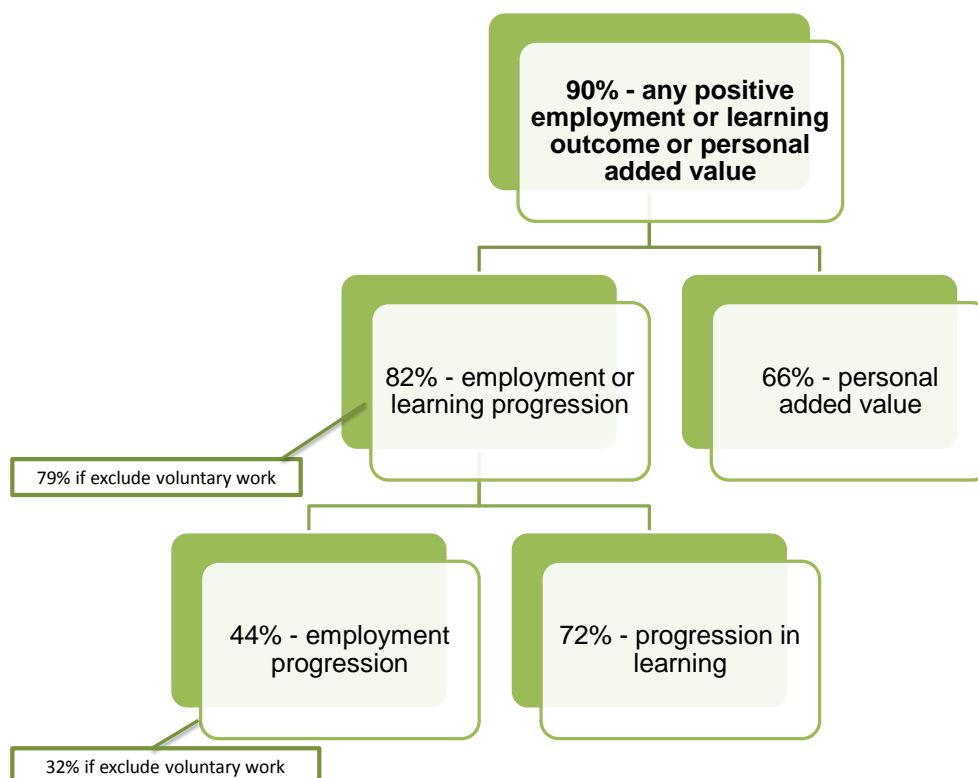
The remainder of this chapter focuses on the progress of website visitors coming to the site between January and December 2013 and completing the progression survey 3 months after their visit.

Website visitors may have had experience with National Careers Service advisers before and/or after visiting the website (which may have had an impact on their progression as well). Of those who visited the website between January and December 2013 (and completed the progression survey 3 months later), just over half (52%) had had experience with National Careers Service adviser before or after visiting the website. As a result, the following section focuses only on those who had *not* had a face-to-face meeting or a telephone call with a National Careers Service adviser either before or after visiting the website referred to throughout as 'website-only users'. This is in order to isolate the effect of the website from any possible effects of a telephone and/or face-to-face intervention. This is a relatively low base size however (400 respondents) and so caution should be taken in the results and interpretation.

Nearly all website-only visitors achieved some positive outcome in the 3 months following their visit to the website (90%). This was particularly likely to be progression in learning (72% - note 14% were in learning at the time they went on to the site, and 45% were in work). More than two-fifths had progressed in employment (44%).

Although all the figures shown on the following chart are higher than in Year 2, because of the relatively low base sizes, the only significant change among website-only users between Year 2 and Year 3 is an increase in the proportion achieving employment progression (from 34% to 44%). Clearly this in part reflects improved economic conditions.

In Year 2, website-only customers (participating in the survey 3 months after their intervention) reported similar levels of learning progression, but lower levels of employment progressions and gains in personal added value than face-to-face and telephone customers (reporting progression six months after their interaction). In Year 3, website-only customers again reported lower levels of any positive outcome (90% vs. 94% among telephone and face-to-face customers) and personal added value (66% vs. 89%) but higher levels of learning progression (72% vs. 65%).

**Figure 8.13: Progression outcomes among website-only users**

Base: Web progression survey – web users not having contact with an NCS adviser at any time (400)

## Employment Progression among website-only customers

The main types of employment progression among website-only visitors were as follows (these categories are not mutually exclusive):

- 23% had progressed into new employment
- 13% had changed career
- 11% had achieved a promotion or experienced a pay increase
- 19% had entered into voluntary work (an increase from the 11% found in Year 2)

A third (34%) of those who had progressed in employment felt that visiting the National Careers Service website had helped them achieve these changes (similar to the 30% found in Year 2). This is equivalent to 15% of all website-only respondents (again similar to the 11% found in Year 2).

## Learning Progression among website-only customers

The most common type of learning or training started by website-only customers since going on the website remains the same as Year 2; self-teaching to try and improve knowledge or skills without taking part in a formal course (50%). Again as in Year 2, significant minorities had undertaken a course leading to a qualification (28%), a course, instruction or tuition related to their interests, hobbies or personal development (18%), course work that they completed in their own time, other than homework (19%) or some other type of learning or training (32%)<sup>5</sup>.

At an overall level, 7% of web-only users had achieved a higher qualification in the 3 months following their visit to the website than any of the qualifications they previously held.

Those experiencing some form of learning progression were asked whether they felt their visit to the National Careers Service website had contributed to this progression. Just over a third (36%) felt that it had helped (equivalent to 26% of all website-only respondents). These figures are a higher than in Year 2 (29% and 20% respectively) though the differences are not statistically significant.

All web-only users were also asked about their future intentions. Over half (56%) felt that they were more likely to do learning in the future as a result of their visit to the website, and three-quarters (74%) felt that they would be likely to start learning in the next 12 months, including 41% who felt this was very likely.

Approaching four in ten (37%) of web-only users had opened a lifelong learning account with the National Careers Service since their visit to the website. Although higher than in Year 2 (30%), the difference is not statistically significant.

## Soft outcomes and personal added value among website-only customers

Like the telephone and face-to-face customers, website-only customers were asked if they had achieved one or more of the range of 'softer' outcomes since visiting the National Careers Service website known as 'personal added value' .

Two-thirds of web-only users (66%) experienced personal added value in the three months following their visit to the website: half of all customers reported an increase in confidence making decisions regarding their future (54%, an increase from the 46% in Year 2) or about planning their next career move (51% an increase from 38% in Year 2). Again, sizeable minorities reported feeling more confident about applying for jobs (45% an increase from 37% in Year 2) or about applying for courses or training (46% an increase from 34% in Year 2).

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<sup>5</sup> The total of these categories add to more than 100% as courses can fit into more than one category and website users may have started more than one course or type of learning.

Website visitors gave a large variety of answers when asked how the National Careers Service website had helped them but most commonly customers felt that the site had helped them with: drawing up / improving their CV, exploring the different options open to them, putting skills into context, and building self-esteem and confidence in their own abilities. All these areas are demonstrated in the following verbatim comments.

*“Build my confidence, build a CV, prepare for interviews and change my job.”*

*“Better written CV when applying for jobs.”*

*“Filling in the CV made me realise that I have a lot of experience to offer.”*

*“Allowed me to assess my skills and view jobs to match these skills.”*

*“By helping to decide which is the best area to work in, signposting, showing required skills”*

*“Enabled me to find my strong points and highlighted my weak points so I can improve in those areas”*

*“I had discovered my skills and so was able to move forward in applying for jobs.”*

*“By helping me to visualize a path to career success.”*

Web-only users were asked about other benefits they may have experienced since their visit to the site 3 months previously. Results are again similar to Year 2:

- More interested in doing learning (65%)
- More aware of learning opportunities (65%, a significant increase from the 49% found in Year 2)
- More aware of job and career opportunities (63%)
- More motivated to find work or to change their job (61%)
- Felt that their chances of finding a job had improved (16%).

Three-quarters of website-only customers (74%) fell into one or more of these groups (i.e. were more aware of or interested in progression opportunities than they were at the time they visited the website) – the figure is similar to the Year 2 result of 76%. Most of these customers felt that the National Careers Website has contributed to their progression in these areas (68%, higher than the 57% found in Year 2).



# Chapter 9: Results by Prime Contractor

The face-to-face element of the National Careers Service is delivered through a dozen different Prime Contractors across the country. Some regions will have more than one contractor operating, for example the North West and the South West. For ease, the region is referred to rather than the contractor name throughout the following chapter, except in regions covered by multiple contractors.

This chapter looks at Prime Contractor differences in KPIs and other relevant results, but starts by looking at the demographic differences in customer profile across each Prime Contractor.

## The profile of different Prime Contractors

Prime Contractor differences by age, gender, prior qualification level (specifically the proportion with qualifications below Level 2), ethnicity (specifically the proportion who were White British) and working status (specifically the proportion in work and the proportion unemployed and looking for work at the time of their contact with an adviser) are shown in Table 9.1 (results are shown as row percentages). Some of the instances of profiles higher than average among particular Prime Contractor areas are highlighted.

As shown in Table 9.1, the customer profiles vary somewhat between Prime Contractors. As in Year 1 and 2, the London profile is particularly different to the norm, with a profile that consists of higher than average proportions of: those aged 25-49; females; higher qualified customers and non-White British (only 35% of London customers were White British, compared with 78% among all face-to-face customers). The employment profile of London customers was broadly similar to the average.

Customers of Economic Solutions in the North West were the most likely to be unemployed and looking for work (78%). In contrast this applied to less than two-thirds of CSW clients in the South West (64%). This contractor had the highest proportion of customers unable to work due to ill health or disability (14%).

**Table 9.1: Profile of face-to-face customers by Prime Contractor**

<i>Row percentages</i>	<i>Base:</i>		<24	25-49	50+	Male	<L2	White British	In work	Unemployed and looking for work
<b>All face-to-face</b>	<b>5,592</b>	%	<b>24</b>	<b>53</b>	<b>24</b>	<b>60</b>	<b>39</b>	<b>78</b>	<b>14</b>	<b>73</b>
East Midlands	499	%	25	48	26	59	44	78	16	70
East of England	355	%	18	61	21	57	45	79	12	78
London	483	%	21	64	15	53	30	35	13	76
North East	457	%	25	52	23	59	38	94	19	70
NW – Economic Solutions	479	%	23	58	19	65	37	73	10	78
NW – GMCP Merseyside	481	%	23	48	28	66	41	91	15	76
NW – GMCP Cumbria	435	%	23	54	22	58	39	86	15	69
South East	531	%	21	53	26	60	41	84	13	76
South West – CSW	370	%	24	48	27	59	41	89	14	64
South West – Tribal	434	%	23	47	30	59	40	84	11	73
West Midlands	522	%	26	52	22	60	38	70	12	76
Yorkshire & Humberside	546	%	28	49	23	61	41	80	17	73

When comparing results between the different Prime Contractors, the different customer profiles should be taken into consideration. This is particularly true for London, which has more non-White British customers and more qualified to level 2 or higher. Both groups (across all Prime Contractors) tended to be a little less satisfied than average.

## Satisfaction

Table 9.2 shows satisfaction KPIs by Prime Contractor. Bold results are significantly lower than the average across all Prime Contractors and underlined results are significantly higher.

Table 9.2 Satisfaction KPIs by Prime Contractor

	All F2F	EM	E of E	London	NE	NW Econ Sol	NW GMCP Mersey	NW GMCP Cumbria	SE	SW CS W	SW Tribal	WM	Y&H
<i>Unweighted base</i>	5,592	499	355	483	457	479	481	435	531	370	434	522	546
	%	%	%	%	%	%	%	%	%	%	%	%	%
% agree the overall quality of the service was good	94	94	94	<b>92</b>	94	95	95	95	93	94	96	94	95
% satisfied overall	85	85	85	<b>82</b>	84	87	86	86	84	84	87	86	86
% have or would recommend the National Careers Service	89	88	88	<b>86</b>	88	91	<u>92</u>	92	87	92	<b>86</b>	90	90

Results are relatively consistent across the Prime Contractors, although customers in London were significantly less positive about the service on all three measures (this was also the case in Year 1 and 2). This is pattern is particularly marked when looking at the proportion *agreeing strongly* that the service was good (43% in London vs. 51% generally among face-to-face customers) and the proportion *very satisfied* overall (30% in London vs. 40% generally among all face-to-face customers).

As mentioned at the beginning of the chapter, it is important to consider results for the London Prime Contractor in the context of its somewhat atypical customer profile.

In Year 2, customers from the North East GMCP Merseyside contract and those in the North West were the most positive about the quality of the service they received while those based in the West Midlands were more satisfied overall than average (88% vs. 85%). In Year 3, there was very little difference in terms of contractors being *more* satisfied than average, however those from the North West serviced by GMCP Mersey were more likely to say that they had, or that they would, recommend the National Careers Service.

### Operational aspects of the meeting

Table 9.3 looks at the differences in the number of meetings, recall of the Skills Health Check and of Skills Action Plans being developed, and the frequency with which Lifelong Learning Accounts were opened during the adviser session. Results are shown as row percentages and results in bold show those significantly lower than the average across all Prime Contractors, while underlined results are significantly higher.

**Table 9.3: Face-to-face meeting practices by Prime Contractor**

Row percentages	Base	Number of meetings			% of those with 2+ who saw the same adviser	Skills Health Check	Recall Skills Action Plan being developed	Opened Lifelong Account during the meeting
		1	2+					
<b>All face-to-face</b>	<b>5,592</b>	%	66	33	71	34	60	9
East Midlands	499	%	67	32	70	30	58	9
East of England	355	%	63	37	75	37	58	6
London	483	%	<u>76</u>	<b>22</b>	63	33	58	<b>6</b>
North East	457	%	<u>75</u>	<b>22</b>	73	36	63	7
NW – Economic Solutions	479	%	<b>52</b>	<u>47</u>	<u>79</u>	34	<u>67</u>	10
NW – GMCP Merseyside	481	%	69	<b>28</b>	74	38	60	<u>12</u>
NW – GMCP Cumbria	435	%	66	33	66	34	<u>66</u>	9
South East	531	%	<b>54</b>	<u>45</u>	<b>63</b>	31	<b>54</b>	7
South West – CSW	370	%	66	33	77	33	<u>65</u>	7
South West – Tribal	434	%	69	30	72	<u>41</u>	<u>71</u>	<u>15</u>
West Midlands	522	%	65	34	72	37	58	7
Yorkshire & Humberside	546	%	67	31	64	<b>30</b>	<b>45</b>	9

As mentioned in chapter 5, face-to-face customers seeing an adviser on more than one occasion were more satisfied overall than those who were dealt with in a single visit. As Table 9.3 shows, the proportion of customers having single or multiple face-to-face sessions varied somewhat by Prime Contractor:

- As with Year 1 and 2, customers in London (76%) and the North East (75%) were more likely than average to have had a single one session. Previously North West GMCP Merseyside and South West Tribal were also more likely to deal with customers in a single meeting, but in Year 3 they have moved more in line with their counterparts.
- Customers in the North West dealt with by Economic Solutions and those from the South East were more likely than average to have multiple sessions (47% and 45%

respectively). This was also the case in previous years. In Year 1 and 2 the West Midlands Prime Contractor was also more likely than average to provide multiple sessions, but in Year 3 its results were close to the average.

There was also a fair amount of variation in recall of the Skills Health Check and Skills Action Plans being utilised.

- Customers from the South West serviced in Tribal were more likely to recall receiving a Skills Health Check (41%) and an Action Plan (71%). Those from the South West serviced by CSW were also more likely to recall the use of a Skills Action Plan (65%) along with those from the North West seeing Economic Solutions (67%) and GMCP Cumbria (66%).
- Customers in Yorkshire and Humberside (45%) and the South East (54%) were significantly less likely than average to recall the use of the Skills Action Plan, and Yorkshire and Humberside customers were the least likely to recall use of the Skills Health Check (30%). Use/recall of these two elements was also significantly below average in Yorkshire and Humberside in previous years.

There was quite wide variation by Prime Contractor in the extent to which customers had opened a Lifelong Learning Account during their session(s). Results range from 6% in London and the East of England to 15% among customers of Tribal in the South West.

### Satisfaction with various aspects of the meeting

Satisfaction with various elements relating to the adviser meeting and the information and advice provided is shown in Table 9.4. The table covers aspects such as the location, the convenience of the meeting time, the adviser's professionalism and knowledge, and the usefulness of the support provided.

Satisfaction is shown using mean scores rather than percentages. Scores range from 0-100 where 0 represents very dissatisfied and 100 represents all respondents being very satisfied. A mean score of 50 would occur if all respondents, or all respondents per Prime Contractor, were 'neither satisfied nor dissatisfied', or if half were very satisfied and half very dissatisfied.

As in Years 1 and 2 London is shown to perform a little below the average on the majority of measures in Table 9.4. The same is true to a lesser extent in the South East. On the other hand those seen in the North West tended to be more positive than average (whichever of the three contractors they saw).

**Table 9.4 Satisfaction with the meeting: content, adviser and outcomes by Prime Contractor (Mean Scores 0-100)**

	All F2F	EM	E of E	London	NE	NW Econ Sol	NW GMCP Mersey	NW GMCP Cumbria	SE	SW CSW	SW Tribal	WM	Y&H
Unweighted base	<b>5,592</b>	<b>499</b>	<b>355</b>	<b>483</b>	<b>457</b>	<b>479</b>	<b>481</b>	<b>435</b>	<b>531</b>	<b>370</b>	<b>434</b>	<b>522</b>	<b>546</b>
The location & venue	<b>84</b>	84	86	83	84	86	87	85	82	83	82	84	85
The waiting time	<b>85</b>	85	87	82	85	87	86	86	85	85	86	84	84
Convenience of time and date	<b>86</b>	86	87	84	85	88	88	87	85	86	86	86	86
Length of time with the adviser	<b>83</b>	83	85	81	84	86	85	85	81	83	83	84	84
Professionalism of adviser	<b>90</b>	89	91	87	90	92	90	90	89	89	88	90	90
Helpfulness of adviser	<b>88</b>	87	89	85	87	89	89	89	88	87	87	88	89
Adviser's level of knowledge	<b>87</b>	86	86	84	88	89	88	89	86	87	86	89	88
Adviser understood needs	<b>85</b>	83	85	81	86	88	86	87	83	85	85	87	87
Info/ advice being clear & easy to understand	<b>87</b>	86	88	86	87	90	88	87	86	86	87	88	89
Usefulness of IAG	<b>83</b>	81	83	80	84	85	83	83	81	81	81	83	83
Got IAG to make informed decision	<b>82</b>	82	80	78	83	84	83	84	79	82	81	82	83

## Progression

The vast majority of face-to-face customers accessing the service in Year 3 (94%) experienced some form of positive outcome in the six months following their intervention (as discussed in Chapter 4). The three main measures of progression are shown in Table 9.5: employment and learning progression and personal added value.

**Table 9.5 Progression outcomes by Prime Contractor**

	All F2F	EM	E of E	London	NE	NW Econ Sol	NW GMCP Mersey	NW GMCP Cumbria	SE	SW CSW	SW Tribal	WM	Y&H
<b>Unweighted base</b>	<b>3,993</b>	<b>363</b>	<b>240</b>	<b>337</b>	<b>275</b>	<b>317</b>	<b>340</b>	<b>274</b>	<b>438</b>	<b>285</b>	<b>320</b>	<b>350</b>	<b>454</b>
	%	%	%	%	%	%	%	%	%	%	%	%	%
Learning Progression	64	61	64	68	68	64	65	65	64	65	66	66	<b>59</b>
Employment Progression	51	<u>57</u>	45	<u>57</u>	<b>45</b>	47	51	46	51	54	54	49	50
Learning or Employment Progression	80	<u>84</u>	80	<u>85</u>	79	79	78	80	81	80	78	79	<b>75</b>
Personal Added Value	89	88	89	<u>93</u>	90	90	86	88	89	89	88	89	88
Progression in any of these	94	96	95	<u>97</u>	94	94	93	93	95	94	93	94	93

Underlined figures show results significantly higher than the average across all Prime Contractors, those in bold figures which are significantly lower.

Customers in London and the East Midlands were the most likely to have achieved employment progression (each 57%), while those in the North East were significantly less likely than average to have achieved employment progression (45%). These results clearly in part reflect local labour market conditions. Learning progression varied relatively little by Prime Contractor, though was significantly lower than average in Yorkshire and the Humberside.

There is no clear year on year pattern. For example in Year 2 both learning and employment progression was higher among customers of CSW in the South West, and learning progression was higher than average among clients of Tribal in the South West. In Year 3 their results were not significantly higher than the average.

In all three years there have been high levels of Personal Added Value evident among customers of all regions. In Year 3 this measure ranges from 86% to 93%.

The overall incidence of customers experiencing any learning, employment or personal added value was 94%, similar to the 93% found in Year 1 and Year 2. Results were significantly higher than average in London (97%). In Year 2 the proportion of East Midlands customers experiencing any form of progression was significantly lower than the average at 90%, but in Year 3 their results were a little above the average.

It is interesting to note that while London has consistently generated lower satisfaction scores on a number of different measures it emerges as significantly higher than average for levels of employment progression (57% vs. 51%), learning or employment progression (85% vs. 80%), personal added value (93% vs. 89%) or any progression (97% vs. 94%).

# Chapter 10: Differences between JCP and non-JCP customers

Just over half (54%) of face-to-face customers reported that their meeting(s) were held in a Jobcentre Plus office. This chapter compares these JCP customers with non-JCP customers in terms of their satisfaction with how they were dealt with, and their progression in the six months following their meeting or meetings. Before doing this the next section compares the profile of JCP and non-JCP customers.

## The profile of JCP customers

Table 10.1 shows the demographics profile of JCP and non-JCP customers. Specifically it looks at age, gender, prior qualification level, ethnicity (specifically the proportion who were White British), working status (specifically the proportion in work at the time of their contact with an adviser), whether English was their first language and whether they have a long term disability.

Perhaps unsurprisingly, higher proportions of JCP customers were unemployed and looking for work at the time of their intervention (81% vs. 64% non-JCP customers) and less likely to be in work (8% vs. 21%).

JCP customers were also more likely to be male (62% vs. 58% non-JCP customers) and aged 18-24 NEETs (22% vs. 15%). There was also a slight difference between these two customer groups in terms of qualification status, age and ethnicity although the differences were less marked.

It is worth noting that the proportion of face-to-face customers that were seen in JCP offices varied by area, and was much higher than average in London (69%), the West Midlands (64%) and the South East (63%).

The different demographic profile of JCP customers should be taken into account in the analysis: for example more JCP than non-JCP customers were unemployed and looking for work when they saw the adviser, and these clients are more likely to progress in employment.



**Table 10.1: Demographic profile of National Careers Service face-to-face customers**

<i>Base: All</i>	<b>All Face- to-face</b> 5,592 %	<b>JCP customers</b> 3,014 %	<b>Non-JCP customers</b> 2,523 %
<b>Gender</b>			
Male	60	62	58
Female	40	38	42
<b>Age</b>			
19 or younger	9	10	8
20-24	15	16	13
25-49	53	51	55
50 or over	24	24	23
<b>Ethnicity</b>			
White British	78	79	78
<b>Employment status</b>			
In work	14	8	21
In learning	3	2	4
Unemployed and looking for work	73	81	64
Other	9	8	11
<b>Highest qualification Level</b>			
Below Level 2	39	41	38
Level 2 plus	56	55	58
English not first language	10	10	10
Long term illness/ health problem/ disability	212	21	23

## Satisfaction KPIs

As in Year 2, JCP and non-JCP customers were equally satisfied with National Careers Service overall (85% and 86% respectively, and in each case 40% were very satisfied).

There were no differences between JCP and non-JCP customers with regard to satisfaction levels with the National Careers Service adviser or logistical arrangements (for example, satisfaction with the adviser's knowledge, professionalism and helpfulness, the length of time they had with the adviser, the location and venue, the waiting time before the appointment and the convenience of the time and date of the meeting).

In Year 2, customers who had a meeting in the JCP offices were less likely to agree strongly that the overall quality of the service was good (48% vs. 51%). However in Year 3 both groups were equally likely to agree the overall service was good (among both 51% agreed strongly).

## Progression KPIs

Table 10.2 shows results on employment and learning progression, and personal added value, achieved in the 6 months following the adviser session. Overall JCP and non-JCP were equally likely to report any positive development (94%). However, JCP customers were more likely to have progressed in regard to employment (53% vs. 49% among non-customers) and particularly likely to have moved into a new job (36% vs 30%).

It is worth noting that in Year 2, there was no difference in overall employment progression between JCP and non-JCP customers (each 45%), that in Year 2 learning progression was more common among non-JCP customers than JCP customers (63% and 59% respectively) and non-JCP customers were slightly more likely than JCP customers to report increased personal added value in the 6 months following their intervention (the reverse was true in Year 3). Hence results show improvements in JCP progression both compared to JCP customers in Year 2, and relative to non-JCP customers.

**Table 10.2 Progression outcomes among face-to-face customers**

	<b>All Face-to-face</b>	<b>JCP customers</b>	<b>Non-JCP customers</b>
<b><i>Unweighted base</i></b>	<b>3,993 %</b>	<b>2,068 %</b>	<b>1,738 %</b>
Learning Progression	64%	65%	64%
Employment Progression	51%	53%*	49%
Learning or Employment Progression	80%	81%	79%
<i>Progression into (new) employment</i>	33%	36%*	30%
<i>Career Change</i>	16%	17%	16%
<i>Promotion or pay progression</i>	10%	11%	10%
<i>Progression into voluntary work</i>	19%	19%	20%
Personal Added Value	89%	90%*	87%
Any of these progression	94%	94%	94%

\*= significantly higher or lower than non-JCP customers.'

# Appendices

## A - Face-to-Face and Telephone Service Satisfaction Questionnaire

National Careers Service: Face-to-Face and Telephone Service Satisfaction Survey  
IFF Research

### Screener QUOTAS (from sample)

#### A) TYPE OF INTERVENTION

TELEPHONE	1	CHECK QUOTAS
FACE TO FACE (F2F)	2	

#### B) SERVICE TYPE (telephone only)

TELEPHONE ADVICE	1	CHECK QUOTAS
TELEPHONE INFORMATION	2	

#### C) PRIME CONTRACTOR (face to face only)

East Midlands – Nottingham Futures (formerly Guideline Careers Services)	1	CHECK QUOTAS
East of England – Suffolk County Council	2	
London – Prospects Services Ltd	3	
North East – CfBT	4	
North West [Greater Manchester]– Economic Solutions	5	
North West [Greater Merseyside, Cheshire and Warrington] – GMCP	6	
North West [Cumbria & Lancs] – GMCP	7	
South East – Babcock	8	
South West [Devon, Cornwall, S&W Somerset & Dorset] - Careers South West (CSW)	9	
South West [West of England, Gloucs & Wiltshire]– Tribal	10	
West Midlands – CSWP Ltd	11	
Yorkshire & The Humber – Careers Yorkshire & Humber	12	

## D) EMPLOYMENT STATUS

EMPLOYED	1	CHECK QUOTAS
FULL TIME LEARNING	2	
UNEMPLOYED	3	
NONE OF THE ABOVE	4	
NOT GIVEN	X	

## E) AGE ON SAMPLE

18 - 19	1	CHECK QUOTAS
20 - 24	2	
25 - 49	3	
50+	4	
NOT GIVEN	X	

## F) GENDER

MALE	1	CHECK QUOTAS
FEMALE	2	
NOT GIVEN	X	

## FURTHER DATA WRITTEN TO SAMPLE

NAME AND SURNAME
ETHNICITY
DISABILITY
REGION
CAMPAIGN
SUBCONTRACTOR (face to face)
DATE OF INTERVENTION
MONTH OF INTERVENTION

**FINAL OUTCOME FOR EACH RECORD:**

Full interview	1
Quit during interview	2
Still live at the end of fieldwork / call back	3
Respondent no longer lives at address	4
Refusal	5
Not available in the deadline	6
Out of quota	7
Repeated (8+) No reply / Answer phone	8
Wrong number / not heard of the named respondent	9
Fax Line	10
Number unobtainable	11

**SCREENER**

ASK PERSON WHO ANSWERS PHONE

S1 **Good morning / afternoon / evening. Can I speak to <NAME>?**

Named person answers phone	1	CONTINUE
Transferred to named person	2	
Hard appointment	3	MAKE APPOINTMENT
Soft Appointment	4	
Respondent no longer lives at address – CONTACT DETAILS KNOWN	5	TAKE TELEPHONE NUMBER
Respondent no longer lives at address – CONTACT DETAILS UNKNOWN	6	
Refusal	7	CLOSE
Not available in deadline	8	
Fax Line	9	
Repeated (8+) No reply / Answer phone	10	
Wrong number / never heard of person	11	
Dead line	12	
Other (SPECIFY)	13	

- S2 ASK ALL CODE 1 OR 2 AT S1  
**Good morning / afternoon, my name is <>, calling from IFF Research, an independent market research company. I am calling on behalf of the Skills Funding Agency which operates the National Careers Service [IF TELEPHONE: careers advice helpline] [IF TELEPHONE & CAMPAIGN NOT CAREERS ADVICE LINE: for <CAMPAIGN>] [IF F2F: careers information and advice service]. We are talking to people about their experience and opinions of [IF TELEPHONE: the helpline] [IF F2F: the information and advice service] and whether it is meeting their needs. The questions take around 15 minutes, and will help the Skills Funding Agency improve the service. This call may be recorded for quality and training purposes.**

Continue	1	CONTINUE
Hard appointment	2	MAKE APPOINTMENT
Soft Appointment	3	
Refusal	4	THANK AND CLOSE

REASSURANCES TO USE IF NECESSARY

- **All the information that you provide will be combined with those of other people and reported as anonymised statistics. Your answers will not be reported to National Careers Service or any other organisation in any way that would allow you to be identified.**
- **We work strictly within the guidelines of the Market Research Society Code of Conduct**
- **Your name and contact details were supplied to us by the Skills Funding Agency**
- **If respondent wishes to confirm validity of survey or get more information about aims and objectives, they can call:**
  - IFF Research: Becky Duncan: 0207 250 3035
  - Skills Funding Agency: Ray Plummer 02476 825603
  - MRS: Market Research Society on 0500 396999

- S3 ASK ALL  
 IF TELEPHONE (A=1): **According to our records, you spoke to an adviser at the [<CAMPAIGN>] helpline in [<MONTH OF INTERVENTION>]. Do you remember this?**

ADD AS NECESSARY: The helpline offers advice and information on such issues as careers, learning, courses, basic skills and funding.

IF FACE-TO-FACE (A=2): **According to our records, you had a meeting about learning, careers or work with a National Careers Service adviser in [<MONTH OF INTERVENTION>]. Do you remember this?**

INTERVIEWER NOTE: if unsure say: it may have been delivered by <name of sub-contractor>.

NOTE (DP – SHOW FOR ALL SAMPLE): if respondent remembers the intervention but not the exact date then code as 'Yes'

Yes	1	CHECK NEXT STATEMENT
No	2	THANK AND CLOSE
Don't know	X	

IF YES AT S3 AND <CAMPAIGN> NOT BLANK

- S3a National Careers Service **run the <campaign> helpline. For the rest of the interview I will refer to it as the National Careers Service helpline, and the advisers as National Careers Service advisers.**

### STATUS AND REASON FOR CONTACT

ASK ALL

- 1 **How did you first hear about the National Careers service?** DO NOT READ OUT. CODE ALL THAT APPLY

Friend or relative	1
Colleague / employer	2
Direct Gov website	3
Jobcentre Plus	4
College / training provider	5
Read about in local / national press	6
TV	7
Radio	8
Internet / Google	9
Other (SPECIFY)	0
Can't remember	X

IF TELEPHONE (A=1)

- 1a) **When you called in [MONTH] did you want information or advice for ....**READ OUT? SINGLE CODE

<b>Yourself</b>	1	ASK Q2
<b>Someone else</b>	2	
<b>Both you and someone else</b>	3	SAY ' <b>Please answer the questions about your own circumstances and reasons for [IF TELEPHONE: calling]</b> ' THEN ASK Q2
(DO NOT READ OUT) Can't remember	X	THANK AND CLOSE

ASK ALL

- 2 **In the 3 months before your contact in [MONTH], had you done any of the following things...**READ OUT?

	Yes	No	Don't know
<b>a) Had a (IF FACE-TO-FACE (A=2): previous) face-to-face meeting with a National Careers Service adviser</b>	1	2	X
<b>b) Spoken to an adviser at the National Careers Service telephone helpline (IF TELEPHONE (A=1): on a previous occasion)</b>	1	2	X
<b>c) Visited the National Careers Service website [ADD IF NECESSARY: atwww.nationalcareersservice.direct.gov.uk]</b>	1	2	X
<b>d) Obtained advice about careers, improving your skills or about doing a course of learning from some other organisation (IF YES: ASK 'which organisation or organisations provided this advice?')</b>	1	2	X

ASK ALL

- 3 IF TELEPHONE (A=1): **At the time you called the helpline in [MONTH] which one of the following best describes [IF CALLING FOR SELF (Q1a NOT 2): your employment status] [IF CALLING FOR SOMEONE ELSE (Q1a=2): the employment status of the person you were calling on behalf of]...READ OUT AND CODE FIRST MENTIONED**

IF F2F (A=2): **At the time you met the National Careers Service adviser in [MONTH] which of the following best describes your employment status... READ OUT AND CODE FIRST MENTIONED**

CODE ONE ONLY.

<b>In full time education or learning (16 or more hours a week)</b>	1	ASK Q3A
<b>In full time paid employment (30 hours a week or more)</b>	2	GO TO Q5
<b>In part time paid employment, working less than 30 hours a week</b>	3	
<b>Self-employed</b>	4	
<b>In part time education or learning at school, college or elsewhere (less than 16 hours a week)</b>	5	CHECK Q3A
<b>Unemployed and looking for work</b>	6	
<b>Unable to work due to ill health or disability</b>	7	
<b>Looking after home or family</b>	8	
<b>Retired</b>	9	
<b>Other (SPECIFY)</b>	0	

IF NOT WORKING (ALL EXCEPT Q3=2, 3 or 4)

- 3a **At the time you [TELEPHONE: called the helpline] [FACE-TO-FACE: met the National Careers Service adviser] were [IF Q1a=not 2: you] [IF Q1a=2: the person who you were calling on behalf of] receiving any benefits, such as Jobseeker's Allowance, ESA or Income Support? IF YES: which? MULTICODE OKAY (EXCEPT FOR CODES 2-6)**

No	1
Jobseeker's Allowance	2
ESA (Employment and Support Allowance) or Incapacity Benefit	3
Income Support	4
Carer's Allowance	5
Child benefit / child tax credit	6
Housing / council tax benefit	7
Other (SPECIFY)	8
Yes – but don't know which	9
Don't know if receiving benefits	X
Refused	V



- 4 IF NOT WORKING AT THE TIME OF THE CALL (ASK IF Q3 NOT CODE 2 OR 3 OR 4)  
IF TELEPHONE: **Prior to contacting the helpline when did [IF Q1a NOT 2: you] [IF Q1a=2: the person who you were calling on behalf of] last have paid employment? Was it ...READ OUT**

IF FACE-TO-FACE: **Prior to your meeting with the National Careers Service adviser when did you last have paid employment? Was it...READ OUT**

CODE ONE ONLY

<b>Within a month of the contact</b>	1	CHECK Q5
<b>Within 6 months</b>	2	
<b>More than 6 months up to 12 months</b>	3	
<b>More than 12 months up to 2 years</b>	4	
<b>More than 2 years up to 3 years</b>	5	
<b>More than 3 years</b>	6	
<b>Or have you / they never had paid employment</b>	7	
(DO NOT READ OUT) Don't know / can't remember	X	

- 5 IF NOT IN EDUCATION OR TRAINING AT THE TIME OF THE CALL (Q3 NOT 1 OR 5)  
IF TELEPHONE: **Have [IF Q1a NOT 2: you] [IF Q1a=2: the person who you were calling on behalf of] undertaken any learning or training [IF AGED <24 FROM SAMPLE: not including full time education at school] during the three years prior to the call to the helpline?**

IF F2F: **Have you undertaken any learning or training [IF AGED <24 FROM SAMPLE: not including full time education at school] during the three years prior to your meeting with the National Careers Service adviser?**

<b>Yes</b>	1
<b>No</b>	2
DO NOT READ OUT: Don't Know	X

- 6 ASK ALL  
IF TELEPHONE: **Do any of the following describe [IF Q1a NOT 2: your] [IF Q1a=2: the person who you were calling on behalf of's] situation at the time you called the helpline...were [IF Q1a NOT 2: you] [IF Q1a=2: they]...READ OUT**

IF F2F: **Do any of the following describe your situation at the time of the meeting with the National Careers Service adviser. Were you...READ OUT**

	Yes	No	Don't know
ASK IF NOT WORKING (Q3 NOT 2, 3 OR 4) <b>Recently made redundant</b>	1	2	X
ASK IF WORKING (Q3 = 2, 3 or 4) <b>Facing redundancy</b>	1	2	X
IF NOT WORKING EXCEPT IF 'UNEMPLOYED AND LOOKING FOR WORK' (ASK IF Q3 NOT CODE 2 OR 3 OR 4 OR 6) <b>Looking for work</b>	1	2	X
ASK ALL <b>Looking to explore career options</b>	1	2	X
<b>Planning or thinking about doing a course or some learning</b>	1	2	X

### REASON FOR CONTACT – EXPECTATIONS

Now I would like to ask a few questions about what you thought the National Careers Service would offer and your reasons for [IF TELEPHONE: calling] [IF F2F: having the meeting].

ASK ALL

7 IF TELEPHONE: **Which of the following were key reasons for you calling the helpline...?** READ OUT & CODE ALL THAT APPLY.

IF F2F: **Which of the following were key reasons for your meeting with the National Careers Service adviser....?** READ OUT & CODE ALL THAT APPLY.

IF MORE THAN ONE MENTIONED AT Q7

8 **Which one of these would you say was the main reason?** [SCREEN TO SHOW ANSWERS AT Q7]. PROMPT IF NECESSARY

	Q7	Q8
<b>To obtain information about courses to do with a current job or with a potential job in the future</b>	1	1
<b>To obtain information about leisure courses i.e. courses you just wanted to do for personal interest</b>	2	2
<b>To obtain information about studying for qualifications</b>	3	3
<b>To find out about sources of funding for training and studying</b>	4	4
<b>To get information or advice on how to get a job in a specific career or specific industry of interest</b>	5	5
<b>To get general careers guidance or advice for example to decide on a career or new career</b>	6	6
<b>To obtain information to help find a job</b>	7	7
IF WORKING AT THE TIME OF THE INTERVENTION (Q3=2, 3 or 4) <b>To obtain information to help succeed or progress at work</b>	8	8
IF WORKING AT THE TIME OF THE INTERVENTION (Q3=2, 3 or 4) <b>To understand how to use existing skills in other jobs</b>	9	9
ASK ALL <b>To obtain information about childcare</b>	10	10
<b>To get help in writing or developing a CV</b>	11	11
<b>To develop job interview skills</b>	12	12
IF ON BENEFIT / CREDIT (q3a 2-7) <b>I had to do it to keep receiving benefit</b>	13	13
ASK ALL <b>Were there other key reasons (IF YES SPECIFY)</b>	0	0

ASK ALL

9 **And would you say you mainly wanted . . .**READ OUT AND CODE ONE ONLY.

<b>Specific information for example about a specific course or type of work</b>	1
<b>Or wider-reaching, more general advice, guidance or support</b>	2
DO NOT READ OUT: Don't know / neither	X

### OPERATIONAL QUESTIONS

- 10 ASK IF TELEPHONE {A=1}; (IF F2F {A=2} ASK Q16)  
**Now a few questions about what happened when you contacted the helpline. Was your query handled in one call, or did it involve a number of calls for example where an adviser called you back?**

One call	1	ASK Q12
Number of calls	2	ASK Q11
Don't know	X	ASK Q12

- 11 IF A NUMBER OF CALLS  
**Did you deal with just one adviser or more than one? (IF > 1 PROMPT FOR THE NUMBER)**

One	1	ASK Q12
Two	2	SAY 'Could you please think about the person that you spent the most time talking to when answering the following questions.' THEN ASK Q12
Three	3	
Four or more	4	
Don't know	X	

- 12 IF TELEPHONE {A=1}  
**Did the adviser say they would send you**  
 [IF INFORMATION SERVICE (B=2): **any information by post or e-mail?**]  
 [IF ADVICE SERVICE (B=1): **a document by email outlining the conversation and what to do next?**]

INTERVIEWER INSTRUCTION: IF 'NO' ASK IF INFO WAS SENT ANYWAY

Yes	1	ASK Q13
No – but they sent information anyway	2	CHECK Q14
No – & did not send information	3	ASK Q19
Don't know	X	

- 13 IF YES (Q12=1)  
**Have you received this information?**

Yes	1	ASK Q14
No	2	ASK Q19
Don't know	X	

- 14 IF RECEIVED ANY INFORMATION AND 'INFORMATION CUSTOMER' [(B=2) & (Q12=2 OR 13=1)]  
**How useful was the information that was sent to you following the call. Was it....READ OUT?**

Very useful	1	GO TO Q19
Fairly useful	2	
Not very useful	3	GO TO Q15
Not at all useful	4	
Don't know / not read it yet	X	GO TO Q19

- 15 IF NOT VERY / NOT AT ALL USEFUL (Q14=3 OR 4)  
**Why was the information not useful? DO NOT READ OUT (MULTICODE OK)**

Too general / not specific to my situation	1	NOW CHECK Q19
Too specific	2	
Knew the information already	3	
Info was out of date	4	
Not what they'd said they'd send	5	
Took a long time to arrive / came late	6	
Other (SPECIFY)	0	
Don't know	X	

ASK IF F2F {A=2} (IF TELEPHONE ASK Q19 IF ADVICE CUSTOMERS {B=1} OR Q23 IF INFORMATION CUSTOMER {B=2})

16 **How many meetings in total have you had with the National Careers Service adviser to discuss jobs, careers or courses since your first meeting in [MONTH]?**

No further meetings / just had the one meeting	1	ASK Q16d
Two	2	ASK NEXT QUESTION
Three	3	
More than 3	4	
Don't know	X	ASK Q16d

IF MORE THAN ONE AT Q16

16a **Why did you have more than one meeting?** DO NOT READ OUT. MULTICODE OKAY

There wasn't time to go through all the things I wanted at the first meeting	1
The adviser needed to get more information / couldn't answer all my questions or provide the info I needed	2
They suggested I come back in	3
I was eligible for more than 1 meeting	4
I found the first one useful	5
To review / amend my CV	
Other (SPECIFY)	0
Don't know	X

IF MORE THAN ONE AT q16

16b **Did you see the same adviser each time?**

Yes	1	ASK Q16d
No	2	ASK Q16c
Don't know	X	ASK Q16d

- 16c IF NO AT Q16b  
**Would you have preferred to see the same adviser each time, or didn't you mind?**

Would have preferred the same adviser	1
Didn't mind	2
Don't know / not thought about it	X

- 16d ASK ALL F2F {A=2}  
**Did [IF Q16=1 or X: the meeting] [IF Q16=2-4: any of the meetings] take place at a Jobcentre Plus office?**

Yes	1
No	2
Don't know	X

- 16e ASK ALL F2F (A=2)  
**Now a few questions about what happened in your IF Q16=1 or X: meeting] [IF Q16=2-4: meetings] with the National Careers Service adviser. Did you go through the Skills Health Check diagnostic tool – this is a computer programme that assesses your skills areas, interests, personal working style and motivations.**

Yes	1	ASK Q17
No	2	GO TO Q19
Don't know	X	

- 17 IF WENT THROUGH SHC (Q16e=1)  
**How useful was going through the Skills Health Check? Was it...READ OUT. SINGLE CODE**

<b>Very useful</b>	1	GO TO Q19
<b>Fairly useful</b>	2	
<b>Not very useful</b>	3	ASK Q18
<b>Not at all useful</b>	4	
DO NOT READ OUT: Don't know	X	GO TO Q19

- 18 IF SHC NOT USEFUL (Q17=3/4)  
**Why don't you think the Skills Health Check was useful?**  
DO NOT READ OUT. PROMPT AS NECESSARY. CODE ALL THAT APPLY.

Problems understanding words or language used	1
Needed help from the adviser	2
Took too long to do	3
Questions weren't relevant	4
Told me things I already knew	5
Other (SPECIFY)	0
Don't know	X

- 19 ASK IF F2F OR IF 'TELEPHONE ADVICE' {A=2 OR B=1}  
**Was an action plan for achieving your goals and targets drawn up?**

Yes	1	ASK Q20
No	2	ASK Q23
Don't know	3	

20 ASK IF ACTION PLAN DRAWN UP (Q19=1)  
**How much involvement did you have in drawing up your action plan....**READ OUT (SINGLE CODE)

<b>A great deal of involvement</b>	1
<b>Some involvement</b>	2
<b>Not much</b>	3
<b>None at all</b>	4
DO NOT READ OUT: Don't know	X

20a ASK IF ACTION PLAN DRAWN UP (Q19=1)  
**What did the action plan recommend?** DO NOT READ OUT BUT PROMPT IF NECESSARY (MULTICODE OKAY)

Contact <b>National Careers Service</b> Contact Centre / face-to-face service / go to the National Careers Service website	1
Go to Jobcentre Plus / see a Jobcentre adviser	2
Call / contact another organisation [e.g. a college / training provider, doctor / medical professional), Trades Union, Sector Skills council, NHS, bank, financial adviser, etc]	3
Go to another organisation's website	4
Review Job Profiles (job profiles describe what it is like to work in different jobs and occupations, what salaries you can expect, what hours you can expect etc)	5
Develop / improve your CV	6
Develop your job interview skills	7
Enrol on a course	8
Explore course options	9
Explore other occupations	10
Explore voluntary work options	11
Identify the transferable skills you have	12
Open a Lifelong Learning/Next Step Account	13
Other (SPECIFY)	0
Don't know – didn't read it	V
Don't know / can't remember	X

- 21 ASK IF ACTION PLAN DRAWN UP (Q19=1)  
**How useful was the action plan for you ....READ OUT?**

<b>Very useful</b>	1	GO TO Q22a
<b>Fairly useful</b>	2	
<b>Not very useful</b>	3	ASK Q22
<b>Not at all useful</b>	4	
Don't know / not read it yet	X	GO TO Q23

- 22 IF ACTION PLAN NOT USEFUL (Q21=3/4)  
**Why wasn't the action plan useful? DO NOT READ OUT (MULTICODE OK)**

Too general / not related to my situation	1
Too specific	2
Not relevant	3
Knew the information already	4
Info was out of date	5
Not what had been agreed with the adviser	6
Confusing / unclear	7
Lost it	8
I changed my mind about what I wanted to do	9
Other (SPECIFY)	0
Don't know	X

- 22a IF ACTION PLAN USEFUL (Q21=1/2)  
**Why was the action plan useful? DO NOT READ OUT (MULTICODE OK)**

Helped me decide what to do next	1
Reminded me what we had discussed	2
Was specific to my circumstances	3
Clear & easy to read / follow	4
Helped me with my CV	
It increased my options	
Other (SPECIFY)	0
Don't know	X

- 23 ASK ALL  
**Turning now to Lifelong Learning Accounts – formerly known as My Next Step Accounts or Skills Accounts, which one of the following applies...? CODE ONE ONLY**

INTERVIEWER ADD AS NECESSARY: This is an online service that aims to help people make informed choices about learning and work by bringing together the Skills Health Check, a course search facility, a CV builder and a record of a person's learning history.

<b>You opened a Lifelong Learning Account during the [IF F2F: meeting] [IF TELEPHONE: call] with the adviser</b>	1	ASK Q23a
<b>You have opened an account on your own since talking to the adviser</b>	2	
<b>You already had an Account</b>	3	
<b>It was not discussed, or you've never heard of them</b>	4	
<b>It was offered during the [IF F2F: meeting] [IF TELEPHONE: call] but you were not interested</b>	5	
(DO NOT READ OUT) Or something else (SPECIFY)	0	
(DO NOT READ OUT) Don't know	X	

- 23a IF OPENED AN ACCOUNT BEFORE, DURING OR AFTER THE SESSION (IF Q23=1, 2 or 3)  
**And have you activated this Account?**

Yes	1
No	2
Don't know	X

- 24 ASK ALL  
**Now a few questions about your views of the National Careers Service. Overall how satisfied are you with the service provided by National Careers Service: very satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied, or very dissatisfied?**

<b>Very satisfied</b>	1	ASK Q24a
<b>Satisfied</b>	2	
<b>Neither satisfied nor dissatisfied</b>	3	ASK Q25
<b>Dissatisfied</b>	4	ASK Q24b
<b>Very dissatisfied</b>	5	
(DO NOT READ OUT) Don't know	X	ASK Q25



24a IF SATISFIED (Q24=1 or 2)  
**Why do you say that - what did you particularly like about the service?**  
 DO NOT READ OUT. CODE ALL THAT APPLY

Advisor was friendly / personable / understanding	1
Advisor was knowledgeable / gave good advice / helped	2
They gave good advice / helped with my CV	3
They gave good advice / helped with courses / training	4
It's a fast service	5
Straightforward / convenient / easy to use	6
No particular reason	7
Other (SPECIFY)	8
Don't know	X

24b IF DISSATISFIED (Q24=4 or 5)  
**What is the main reason you were dissatisfied with the service? PROBE FULLY**


- 25 ASK ALL  
**And how satisfied were you with the following specific aspects of the service. Please use the scale: very satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied, or very dissatisfied... <READ OUT>. NB IF SAW MORE THAN ONE ADVISER F2F (Q16b=2) SUBSTITUTE 'ADVISERS' FOR 'ADVISER' BELOW?**

START WITH A-E THEN ROTATE F-M	Very satisfied					Very dissatisfied	DO NOT READ OUT: Don't know
	1	2	3	4	5		
IF TELEPHONE (A=1) a) <b>The time it took for someone to answer your call</b>	1	2	3	4	5		X
IF TELEPHONE & SPOKE TO >1 ADVISER Q11=2-4 b) <b>The time it took to get through to the person who helped you</b>	1	2	3	4	5		X
IF F2F (A=2) c) <b>The location and venue where you received your advice</b>	1	2	3	4	5		X
IF F2F (A=2) d) <b>The waiting time before your appointment</b>	1	2	3	4	5		X
IF F2F (A=2) e) <b>The convenience of the time and date of your meeting</b>	1	2	3	4	5		X
ASK ALL f) <b>The length of time the adviser spoke with you</b>	1	2	3	4	5		X
g) <b>The professionalism of the adviser</b>	1	2	3	4	5		X
h) <b>The helpfulness of the adviser</b>	1	2	3	4	5		X
i) <b>The adviser's level of knowledge</b>	1	2	3	4	5		X
j) <b>That the adviser understood your needs</b>	1	2	3	4	5		X
k) <b>The information and advice provided being clear and easy to understand</b>	1	2	3	4	5		X
l) <b>The usefulness of the information, advice and guidance</b>	1	2	3	4	5		X
m) <b>That you got the information, advice or guidance to make an informed choice about what to do next</b>	1	2	3	4	5		X

ASK Q25a and Q25b FOR UP TO 2 STATEMENTS FROM Q25 WHERE DISSATISFIED (A CODE 4 OR 5). IF MORE THAN 2 WHERE A CODE 4 OR 5 PICK TWO AT RANDOM

- Q25a **You say that you were dissatisfied regarding <FIRST STATEMENT SELECTED FROM Q25>. Why was that?**


Q25b **And you say that you were dissatisfied regarding <SECOND STATEMENT SELECTED FROM Q25>. Why was that?**


26 ASK ALL  
**To what extent do you agree that the overall quality of the service was good? Do you ...READ OUT**

<b>Agree strongly</b>	1	GO TO NEXT ASK ALL
<b>Agree</b>	2	
<b>Disagree</b>	3	ASK NEXT QUESTION
<b>Disagree strongly</b>	4	
DO NOT READ OUT: Don't know	X	GO TO Q27

26a IF DISAGREE (Q26=3/4)  
**Why do you not think the overall quality of the service was good? WRITE IN. PROBE: Any other reason?**


No particular reason X

- 27 ASK ALL  
 IF TELEPHONE: **Have the following increased a lot, a little or not at all as a result of your contact with the helpline?** READ OUT.  
 IF F2F: **Have the following increased a lot, a little or not at all as a result of your contact with the National Careers Service adviser?** READ OUT.

Rotate start	A lot	A little	Not at all	DO NOT READ OUT: Don't know
<b>Your awareness of possible work or career opportunities</b>	1	2	3	X
<b>Your awareness of possible training or learning opportunities</b>	1	2	3	X
<b>Your knowledge about how to actually pursue job, training or learning opportunities</b>	1	2	3	X
<b>Your motivation to find work or to change career</b>	1	2	3	X
<b>Your motivation to do a course or take up training or learning opportunities</b>	1	2	3	X
<b>Your confidence</b>	1	2	3	X
<b>Your job application, CV writing or interview skills</b>	1	2	3	X
<b>Your ability to make decisions about [IF Q1a NOT 2: your] [IF Q1a=2: the person you were calling on behalf of's] future in terms of careers, training or learning</b>	1	2	3	X

- 28 IF TELEPHONE: **Since the contact with the helpline has the adviser been in touch with you for further discussions or to follow up on the original conversation?**  
 IF F2F: **Since your last meeting with the National Careers Service adviser, have they been in touch with you for further discussion or to follow up on the original conversation?**

IF YES PROBE FOR TYPE OF CONTACT. CODE ALL THAT APPLY (CODES 2-6 MULTICODE)

NO	1
Yes – by telephone	2
Yes – by letter	3
Yes – by email	4
Yes – face to face meeting	5
Other (SPECIFY)	6
Don't know	X

- 29 IF TELEPHONE: **And since the contact with the helpline in [MONTH] [IF Q1a NOT 2: have you] [IF Q1a=2: has the person on whose behalf you were calling] done any of the following things...? READ OUT.**

IF F2F: **Since your meeting with the National Careers Service adviser in [MONTH], have you done any of the following things...? READ OUT.**

	Yes	No	Don't know
IF TELEPHONE & SENT ANY INFORMATION (Q12=2 OR 13=1) a) <b>Acted upon any of the information agreed that were sent through by the adviser</b>	1	2	X
IF F2F & ACTION PLAN DRAWN UP (A=2 & Q19=1) b) <b>Acted upon any of the actions agreed in your action plan</b>	1	2	X
ASK THOSE NOT ASKED Q29A OR B c) <b>Acted upon any of the actions agreed with the adviser</b>	1	2	X
ASK ALL d) <b>Gone on to the National Careers Service website</b>	1	2	X
e) <b>Started a new learning or training course</b>	1	2	X
IF NOT STARTED A NEW COURSE (Q29E=2 OR X) f) <b>Decided to start a new course or training</b>	1	2	X
ASK ALL g) <b>Started a new job</b>	1	2	X

- 30 IF STARTED OR DECIDED TO START A NEW COURSE (Q29E=1 OR Q29F=1)  
**What role would you say the information and advice from National Careers Service played in [IF Q1a NOT 2: your] [IF Q1a=2: their] decision to start a new course and in the choice of course. Did it play...READ OUT**

<b>A big part</b>	1
<b>Some part</b>	2
<b>Or no part at all</b>	3
(DO NOT READ OUT) Don't know	X

- 30a IF STARTED A NEW JOB (Q29g=1)  
**What role would you say the information and advice from National Careers Service played in helping [IF Q1a=not 2: you] [IF Q1a=2: them] get the job. Did it play..READ OUT**

<b>A big part</b>	1
<b>Some part</b>	2
<b>Or no part at all</b>	3
(DO NOT READ OUT) Don't know	X

- 31 ASK ALL  
**Have you recommended National Careers Service to anyone since [MONTH]?**

Yes	1	GO TO Q33
No	2	ASK Q32
Don't know	X	GO TO Q33

- 32 IF NOT RECOMMENDED (Q31=2)  
**Would you recommend National Careers Service to a friend, relative or colleague?**

Yes	1
No	2
Don't know	X

- 33 ASK ALL  
**How, if at all, do you think the National Careers Service service could be improved?**

WRITE IN

Don't know.....X  
Can't think of anything / fine as is.....V

- 34 ASK ALL  
**Which of the following best describes [IF Q1a=not 2: your] [IF Q1a=2: the person you were calling on behalf of's] current employment status...are [IF Q1a not 2: you] [IF Q1a=2 they]...READ OUT AND SINGLE CODE.**

<b>In full time education or learning (16 or more hours a week)</b>	1
<b>In full time paid employment (30 hours a week or more)</b>	2
<b>In part time paid employment, working less than 30 hours a week</b>	3
<b>Self-employed</b>	4
<b>In part time education or learning (less than 16 hours a week)</b>	5
<b>Unemployed and looking for work</b>	6
<b>Unable to work due to ill health or disability</b>	7
<b>Looking after home or family</b>	8
<b>Retired</b>	9
<b>Other (SPECIFY)</b>	0

- 34a IF WORKING FULL TIME OR PART TIME (Q34=2 or 3)  
**Is the job....READ OUT AND SINGLE CODE**

<b>On a permanent or open-ended contract</b>	1
<b>On a fixed term contract lasting 12 months or longer</b>	2
<b>On a fixed term contract lasting less than 12 months</b>	3
<b>On a temporary or casual basis</b>	4
Other (write in)	0
(DO NOT READ OUT) Don't know	X

- 34b IF UNEMPLOYED AND LOOKING FOR WORK AT Q34 (Q34=6)  
**Do you feel the support from National Careers Service has made it much more likely you will find work, a little more likely, or has it not had an impact?**

Much more likely	1
A little more likely	2
No impact	3
Don't know / too early to say	X

- Q34c IF NOT WORKING (Q34 NOT 2, 3 OR 4)  
**Are [IF Q1a NOT 2: you] [IF Q1a=2: the person who you were calling on behalf of] receiving any benefits, such as Jobseeker's Allowance, ESA or Income Support? IF YES: which? MULTICODE OK FOR CODES 2-6.**

No	1
Jobseeker's Allowance	2
ESA (or Incapacity Benefit)	3
Income Support	4
Carer's Allowance	5
Child benefit / child tax credit	6
Housing / council tax benefit	7
Other (SPECIFY)	8
Yes – but don't know which	9
Don't know if receiving benefits	X
Refused	V

- 35 ASK ALL  
**The next question asks about your attitudes to learning and to work. For each statement please say if you strongly agree, tend to agree, neither agree nor disagree, tend to disagree, or strongly disagree. READ OUT.**

	Strongly agree	Tend to agree	Neither nor	Tend to disagree	Strongly disagree	Don't know
<b>There are so many courses on offer it's hard to know which ones are relevant</b>	1	2	3	4	5	X
<b>It's hard to get information about the courses which are available locally</b>	1	2	3	4	5	X
ASK IF NOT LEARNING CURRENTLY (ALL EXCEPT Q34=1 or 5) <b>I've done all the studying I want to do</b>	1	2	3	4	5	X
ASK ALL <b>I'd only be interested in more learning if it would help me get a job or progress at work</b>	1	2	3	4	5	X
<b>It's hard to get information or advice about jobs or careers that I'd be suited for</b>	1	2	3	4	5	X
<b>I'll struggle to get the job or career I want unless I update my skills and qualifications</b>	1	2	3	4	5	X
ASK IF LOOKING FOR WORK (Q34 =6) <b>I know the sort of work I'd like to do, it's just that there are no or few such jobs available locally</b>	1	2	3	4	5	X

## DEMOGRAPHICS

Finally, I would just like to ask a few questions about [IF Q1a NOT 2: you] [IF Q1a=2: the person on whose behalf you were calling] to ensure that we have a good cross section of people in our survey.

ASK ALL

- 36 [IF Q1a NOT 2: Do you] [IF Q1a=2: Did the person who you were calling on behalf of] have any qualifications from school, college, university, work, government schemes or anywhere else?

Yes	1	ASK Q37
No	2	GO TO Q39
Don't know / Refused	3	

IF YES

- 37 Qualifications are often classified by their level. Which of the following is the highest level of qualification IF Q1a NOT 2: you hold] [IF Q1a=2: held by the person who you were calling on behalf of]? READ OUT. SINGLE CODE FIRST MENTIONED.

A degree such as a Foundation degree, a Master's (e.g. MA, MSc), Bachelor degrees; or Diplomas of Higher Education (DipHE); Higher National Certificates (HNC); Higher National Diplomas (HND); NVQs at Level 5	1
LEVEL 4 which includes Certificate of Higher Education (CertHE); NVQs at Level 4	2
LEVEL 3 which includes A levels; Access to HE; International Baccalaureate; NVQs at Level 3; BTEC Diplomas, Certificates and Awards; BTEC Nationals; OCR Nationals at Level 3	3
LEVEL 2 which includes 5 GCSEs Grades A*-C; NVQ at Level 2, BTEC First Diplomas and Certificates; OCR Nationals at Level 2	4
LEVEL 1 – GCSE Grades D-G; NVQs at Level 1, BTEC Introductory Diplomas or Certificates; OCR Nationals at Level 1	5
ENTRY LEVEL– Entry level certificates, e.g. City & Guilds certificates; Skills for Life; English for Speakers of Other Languages (ESOL)	6
Other professional, technical or management qualification: PLEASE SPECIFY	7
Other: PLEASE SPECIFY	0
No qualifications held	V
(DO NOT READ OUT) Don't know	X

IF Q36=1

- 38 Which qualification that [IF Q1a NOT 2: you] [IF Q1a= the person who you were calling on behalf of] hold do you regard as the highest?

PROBE FULLY: What type of qualification was this? What level? What grade?

INTERVIEWER INSTRUCTION: If NVQs/GNVQs probe what level? If GCSEs/A Levels/AS Levels or equivalent probe how many? What grade?

WRITE IN



- 39 ASK AGE IF NOT STATED ON SAMPLE  
**Which of the following age groups [IF Q1a NOT 2: do you] [IF Q1a=2: does the person who you were calling on behalf of] fall into...READ OUT**  
 [IF NECESSARY: At the time that they called]

Under 18	1
18-19	2
20-24	3
25-34	4
35-44	5
45-49	6
50-54	7
55-59	8
60-64	9
65+	10
Refused	X

- 40 ASK ALL  
 IF Q1a NOT 2: **Do you** [IF Q1a=2: **Does the person who you were calling on behalf of**] **have any long-term illness, health problem or disability which limits the daily activities or the work**  
 IF Q1a NOT 2: **you** [IF Q1a=2: **they**] **can do?**

Yes	1
No	2
Refused	3

- 41 ASK ALL  
**Is English your first language?**

Yes	1
No	2
Refused	3

- 42 ASK IF ETHNICITY NOT ON SAMPLE  
**And how would you describe [IF Q1a NOT 2: your] [IF Q1a=2: the person who you were calling on behalf of's] ethnic origin...? READ OUT. SINGLE CODE.**

<b>White British</b>	1
<b>White Irish</b>	2
<b>White – Other</b>	3
<b>Asian or Asian British – Bangladeshi</b>	4
<b>Asian or Asian British – Indian</b>	5
<b>Asian or Asian British – Pakistani</b>	6
<b>Asian or Asian British – Other</b>	7
<b>Black or Black British – African</b>	8
<b>Black or Black British – Caribbean</b>	9
<b>Black or Black British – Other</b>	10
<b>Chinese</b>	11
<b>Mixed – White and African</b>	12
<b>Mixed – White and Black African</b>	13
<b>Mixed – White and Black Caribbean</b>	14
<b>Mixed – other</b>	15
Other (SPECIFY)	16
Prefer not to say	17

- 43 ASK ALL  
**We are calling people back in around 6 months time to see how things may have progressed. Are you okay for us contact you about this?**

Yes	1
No	2

- 44 **Code gender**

Male	1
Female	2
Don't know	X

---

**THANK RESPONDENT AND CLOSE INTERVIEW**

I declare that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct.		
Interviewer signature:	Date:	
Finish time:	Interview Length	Mins

## **B - Face-to-Face and Telephone Service Progression Questionnaire**

**National Careers Service: Face-to-Face and Telephone Service Progression Survey**

## IFF Research

**Screener  
QUOTAS (from sample)**

## G) TYPE OF INTERVENTION

TELEPHONE	1	CHECK QUOTAS
FACE TO FACE	2	

## H) SERVICE TYPE (telephone only)

TELEPHONE ADVICE	1	CHECK QUOTAS
TELEPHONE INFORMATION	2	

## I) PRIME CONTRACTOR (face to face only)

East Midlands – Nottingham Futures (formerly Guideline Careers Services)	1	CHECK QUOTAS
East of England – Suffolk County Council	2	
London – Prospects Services Ltd	3	
North East – CfBT	4	
North West [Greater Manchester]– Economic Solutions	5	
North West [Greater Merseyside, Cheshire and Warrington] – GMCP	6	
North West [Cumbria & Lancs] – GMCP	7	
South East – Babcock	8	
South West [Devon, Cornwall, S&W Somerset & Dorset] - Careers South West (CSW)	9	
South West [West of England, Gloucs & Wiltshire]– Tribal	10	
West Midlands – CSWP Ltd	11	
Yorkshire & The Humber – Careers Yorkshire & Humber	12	

## J) EMPLOYMENT STATUS AT THE TIME OF THE CALL TO THE HELPLINE

EMPLOYED	1	CHECK QUOTAS
FULL TIME LEARNING	2	
UNEMPLOYED	3	
NONE OF THE ABOVE	4	
NOT GIVEN	X	

## K) AGE ON SAMPLE (OR COPIED THROUGH FROM SATISFACTION SURVEY Q39)

18 – 19	1	CHECK QUOTAS
20 – 24	2	
25 – 49	3	
50+	4	
NOT GIVEN	X	

## L) GENDER (OR COPIED FROM Q44 FROM SATISFACTION SURVEY)

MALE	1	CHECK QUOTAS
FEMALE	2	
NOT GIVEN	X	

## M) LONGITUDINAL (i.e. already interviewed for Satisfaction survey)

Yes	1	CHECK QUOTAS
No	2	

## FURTHER DATA WRITTEN TO SAMPLE:

NAME AND SURNAME
ETHNICITY (FROM SAMPLE OR FROM SATISFACTION SURVEY Q42)
DISABILITY
REGION
CAMPAIGN
LONGITUDINAL ID NUMBER
LONGITUDINAL: EMPLOYMENT STATUS AT TIME OF INTERVENTION (q3)
LONGITUDINAL: CALLING FOR SELF OR ON BEHALF OF SOMEONE ELSE (SOMEONE ELSE IF Q1a=2)
LONGITUDINAL: WHETHER SKILLS ACCOUNT OPENED (yes if Q23=1-3)
LONGITUDINAL: WHETHER SKILLS ACCOUNT ACTIVATED (yes if Q23a=1)
LONGITUDINAL: ACTED ON SUGGESTION OF ADVISER (YES IF SATISFACTION SURVEY Q29 a or b or c =1)
LONGITUDINAL: VISITED WEBSITE AFTER CONTACT (YES IF SATISFACTION SURVEY Q29 d=1)
LONGITUDINAL: EMPLOYMENT STATUS AT TIME OF SATISFACTION SURVEY (q34)
SUBCONTRACTOR (face-to-face-only)
DATE OF INTERVENTION
MONTH OF INTERVENTION

**FINAL OUTCOME FOR EACH RECORD:**

Full interview	1
Quit during interview	2
Still live at the end of fieldwork / call back	3
Respondent no longer lives at address	4
Refusal	5
Not available in the deadline	6
Out of quota	7
Repeated (8+) No reply / Answer phone	8
Wrong number / never heard of named person	9
Fax Line	10
Number unobtainable	11

**SCREENER**

ASK PERSON WHO ANSWERS PHONE

**S1 Good morning / afternoon / evening. Can I speak to <NAME>?**

Named person answers phone	1	CONTINUE
Transferred to respondent	2	
Hard appointment	3	MAKE APPOINTMENT
Soft Appointment	4	
Respondent no longer lives at address – CONTACT DETAILS KNOWN	5	TAKE TELEPHONE NUMBER
Respondent no longer lives at address – CONTACT DETAILS UNKNOWN	6	CLOSE
Refusal	7	
Not available in deadline	8	
Fax Line	9	
Repeated (8+) No reply / Answer phone	10	
Wrong number / never heard of person	11	
Dead line	12	
Other (SPECIFY)	13	

**S2** WHEN SPEAKING TO NAMED PERSON (ASK ALL CODE 1 OR 2 AT S1)  
**Good morning / afternoon, my name is <>, calling from IFF Research, an independent market research company. I am calling on behalf of the Skills Funding Agency which operates the National Careers Service [IF TELEPHONE: helpline] [IF TELEPHONE & CAMPAIGN NOT CAREERS ADVICE LINE: for <CAMPAIGN>] [IF F2F: careers information and advice service]. We are talking to people about their experience and opinions of [IF TELEPHONE: the helpline] [IF F2F: the information and advice service] and whether it is meeting their needs. The questions take around 15 minutes, and will help the Skills Funding Agency improve the service. This call may be recorded for quality and training purposes.**

ADD IF LONGITUDINAL SAMPLE: **You may remember that we spoke to you a few months ago. We would like to ask you some different questions this time.**

Continue	1	CONTINUE
Hard appointment	2	MAKE APPOINTMENT
Soft Appointment	3	
Refusal	4	THANK AND CLOSE

**REASSURANCES TO USE IF NECESSARY**

- **All the information that you provide will be combined with those of other people and reported as anonymised statistics. Your answers will not be reported to National Careers Service or any other organisation in any way that would allow you to be identified.**
- **We work strictly within the guidelines of the Market Research Society Code of Conduct**
- **Your name and contact details were supplied to us by the Skills Funding Agency**
- **If respondent wishes to confirm validity of survey or get more information about aims and objectives, they can call:**
  - IFF Research: Becky Duncan: 0207 250 3035
  - Skills Funding Agency: Ray Plummer 02476 825603
  - MRS: Market Research Society on 0500 396999

**IF LONGITUDINAL- SKIP TO Q10**

**S3** ASK ALL NON-LONGITUDINAL (G=2)  
**IF TELEPHONE: According to our records, you spoke to a National Careers Service adviser at the [CAMPAIGN] helpline on [MONTH OF INTERVENTION]. Do you remember this?**

ADD AS NECESSARY: The helpline offers advice and information on such issues as careers, learning, courses, basic skills and funding.

IF F2F: **According to our records, you had a meeting about learning, careers or work with a National Careers Service adviser on [MONTH OF INTERVENTION]. Do you remember this?**

INTERVIEWER NOTE: if unsure say: it may have been delivered by [name of sub-contractor].

NOTE (DP – SHOW FOR ALL SAMPLE): if remembers the intervention but not the exact date then code as 'Yes'

Yes	1	CHECK S3a
No	2	THANK AND CLOSE
Don't know	X	

IF 'NOT LONGITUDINAL' AND '<CAMPAIGN> NOT BLANK'

S3a **National Careers Service run the <campaign> helpline. For the rest of the interview I will refer to it as the National Careers Service helpline, and the advisers as National Careers Service advisers.**

### STATUS

1 ASK ALL EXCEPT LONGITUDINAL RECORDS (LONGITUDINAL (G=1) RECORDS GO TO Q10)  
**How did you first hear about the National Careers Service service? DO NOT READ OUT.**  
 CODE ALL THAT APPLY

Friend or relative	1
Colleague / employer	2
Direct Gov website	3
Jobcentre Plus	4
College / training provider	5
Read about in local / national press	6
TV	7
Radio	8
Other (SPECIFY)	0
Can't remember	X

1a) IF TELEPHONE (A=1)  
**When you called in [MONTH] did you want information or advice for ...READ OUT? SINGLE CODE**

<b>Yourself</b>	1	ASK Q2
<b>Someone else</b>	2	
<b>Both you and someone else</b>	3	SAY ' <b>Please answer the questions about your own circumstances and reasons for [IF TELEPHONE: calling] [IF F2F: having the meeting]</b> ' THEN ASK Q2
(DO NOT READ OUT) Can't remember	X	THANK AND CLOSE

DP NOTE: IF LONGITUDINAL SET Q1a FROM SATISFACTION SURVEY Q1a.

2 ASK ALL F2F EXCEPT LONGITUDINAL (ASK IF G=2 & A=2)  
**Can I check did the meeting or any of the meetings with the National Careers Service adviser take place at a Jobcentre plus office?**

Yes	1
No	2
Don't know	X

- 3 ASK ALL NON-LONGITUDINAL (G=2) [IF LONGITUDINAL (G=1) SKIP TO Q10]  
 IF TELEPHONE (A=1): **At the time you called the helpline in [MONTH] which one of the following best describes** [IF CALLING FOR SELF (Q1a NOT 2): **your employment status**] [IF CALLING FOR SOMEONE ELSE (Q1a=2): **the employment status of the person you were calling on behalf of**]...READ OUT

IF F2F (A=2): **At the time you met the National Careers Service adviser in [MONTH] which of the following best describes your employment status**...READ OUT

CODE ONE ONLY.

In full time education or learning (16 or more hours a week)	1	ASK Q3a
In full time paid employment (30 hours a week or more)	2	GO TO Q5
In part time paid employment, working less than 30 hours a week	3	
Self-employed	4	
In part time education or learning at school, college or elsewhere (less than 16 hours a week)	5	ASK Q3a
Unemployed and looking for work	6	
Unable to work due to ill health or disability	7	
Looking after home or family	8	
Retired	9	
Other (SPECIFY)	0	

DP NOTE: IF LONGITUDINAL SET Q3 FROM SATISFACTION Q3.

- 3a ASK IF 'NOT LONGITUDINAL' & 'NOT WORKING WHEN CALLED' (ASK IF G=2 & Q3 NOT =2, 3 or 4)  
**At the time you [TELEPHONE: called the helpline] [FACE-TO-FACE: met the National Careers Service adviser] were** [IF Q1a=not 2: **you**] [IF Q1a=2: **the person who you were calling on behalf of**] **receiving any benefits, such as Jobseeker's Allowance, ESA or Income Support? IF YES: which?** (CODES 2-6 CAN BE MULTICODED)

No	1
Jobseeker's Allowance	2
ESA (Incapacity Benefit)	3
Income Support	4
Carer's Allowance	5
Other (SPECIFY)	6
Yes – but don't know which	7
Don't know if receiving benefits	X
Refused	V



- 4 ASK IF NOT-LONGITUDINAL AND NOT WORKING AT THE TIME (ASK IF G=2 & Q3 NOT CODE 2 OR 3 OR 4)  
 IF TELEPHONE: **Prior to contacting the helpline in [MONTH] when did [IF Q1a NOT 2: you] [IF Q1a=2: the person who you were calling on behalf of] last have paid employment? Was it ...?**  
 READ OUT

IF F2F: **Prior to your meeting with the National Careers Service adviser in [MONTH] when did you last have paid employment? Was it...?** READ OUT

CODE ONE ONLY

<b>Within a month of the contact</b>	1	CHECK Q5
<b>Within 6 months</b>	2	
<b>More than 6 months up to 12 months</b>	3	
<b>More than 12 months up to 2 years</b>	4	
<b>More than 2 years up to 3 years</b>	5	
<b>More than 3 years</b>	6	
<b>Or have you / they never had paid employment</b>	7	
<b>(DO NOT READ OUT) Don't know / can't remember</b>	X	

- 5 IF NOT IN EDUCATION OR TRAINING AT THE TIME OF CALL AND NOT LONGITUDINAL (ASK IF G=2 & (Q3 NOT 1 OR 5))  
 IF TELEPHONE: **[IF Q1a NOT 2: Had you] [IF Q1a=2: had the person who you were calling on behalf of] undertaken any learning or training [IF AGED <24 FROM SAMPLE: not including full time education at school] during the three years prior to the call to the helpline?**

IF F2F: **Had you undertaken any learning or training [IF AGED <24 FROM SAMPLE: not including full time education at school] during the three years prior to your meeting with the National Careers Service adviser?**

<b>Yes</b>	1
<b>No</b>	2
<b>DO NOT READ OUT: Don't Know</b>	X

6 ASK ALL EXCEPT LONGITUDINAL (ASK IF G=2)  
 IF TELEPHONE: **Do any of the following describe [IF Q1a NOT 2: your] [IF Q1a=2: the person who you were calling on behalf of's] situation at the time you called the helpline...were [IF Q1a NOT 2: you] [IF Q1a=2: they]...READ OUT**

IF F2F: **Do any of the following describe your situation at the time of the meeting with the National Careers Service adviser. Were you...READ OUT**

	Yes	No	Don't know
ASK IF NOT WORKING (Q3 NOT 2, 3 OR 4) <b>Recently made redundant</b>	1	2	x
ASK IF WORKING (Q3 = 2, 3 or 4) <b>Facing redundancy</b>	1	2	X
IF NOT WORKING EXCEPT IF 'UNEMPLOYED AND LOOKING FOR WORK' (ASK IF Q3 NOT CODE 2 OR 3 OR 4 OR 6) <b>Looking for work</b>	1	2	x
ASK ALL NON-LONGITUDINAL <b>Looking to explore career options</b>	1	2	x
<b>Planning or thinking about doing a course or some learning</b>	1	2	X

**REASON FOR CALL – EXPECTATIONS**

7 ASK ALL EXCEPT LONGITUDINAL (ASK IF G=2)  
**Now I would like to ask a few questions about what you thought the National Careers Service service would offer and your reasons for [IF TELEPHONE: calling] [IF F2F: having the meeting]. Which of the following were key reasons for you [IF TELEPHONE: calling the helpline...?] [IF F2F: meeting with the National Careers Service adviser]....? READ OUT & CODE ALL THAT APPLY.**

- 8 IF MORE THAN ONE MENTIONED AT Q7  
**Which one of these would you say was the main reason?** [SCREEN TO SHOW ANSWERS AT Q7]. PROMPT IF NECESSARY

	Q7	Q8
To obtain information about courses to do with a current job or with a potential job in the future	1	1
To obtain information about leisure courses i.e. courses you just wanted to do for personal interest	2	2
To obtain information about studying for qualifications	3	3
To find out about sources of funding for training and studying	4	4
To get information or advice on how to get a job in a specific career or specific industry of interest	5	5
To get general careers guidance or advice for example to decide on a career or new career	6	6
To obtain information to help find a job	7	7
IF WORKING AT THE TIME OF THE INTERVENTION (Q3=2, 3 or 4) To obtain information to help succeed or progress at work	8	8
IF WORKING AT THE TIME OF THE INTERVENTION (Q3=2, 3 or 4) To understand how to use existing skills in other jobs	9	9
ASK ALL To obtain information about childcare	10	10
To get help in writing or developing a CV	11	11
To develop job interview skills	12	12
IF ON BENEFIT / CREDIT (q3a 2-7) I had to do it to keep receiving benefit	13	13
ASK ALL Were there other key reasons (IF YES SPECIFY)	0	0

- 9 ASK ALL EXCEPT LONGITUDINAL  
**And would you say you mainly wanted . . .** READ OUT AND CODE ONE ONLY.

<b>Specific information for example about a specific course or type of work</b>	1
<b>Or wider-reaching, more general advice, guidance or support</b>	2
DO NOT READ OUT: Don't know / neither	X

- 10 IF LONGITUDINAL (G=1)  
**Thinking about the overall service provided by National Careers Service would you say you are very satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied, or very dissatisfied?**

<b>Very satisfied</b>	1
<b>Satisfied</b>	2
<b>Neither satisfied nor dissatisfied</b>	3
<b>Dissatisfied</b>	4
<b>Very dissatisfied</b>	5
(DO NOT READ OUT) Don't know	X

- 11 ASK ALL  
Overall how useful do you feel the service provided by National Careers Service was for you: very useful, quite useful, not very useful or not at all useful?

Very useful	1
Fairly useful	2
Not very useful	3
Not at all useful	4
DO NOT READ OUT: Don't know	X

- 12 ASK ALL  
How, if at all, could the service have been more useful for you?

Nothing / fine as was	V
Don't know	X

### ACTIONS SINCE CONTACT

- 13 ASK ALL  
IF TELEPHONE: And since the contact with the National Careers Service adviser in [MONTH] [IF Q1a NOT 2: have you] [IF Q1a=2: as far as you know has the person on whose behalf you were calling] done any of the following things...? READ OUT.  
IF F2F: Since your meeting with the National Careers Service adviser] in [MONTH], have you done any of the following things...? READ OUT.

	Yes	No	Don't know
ASK ALL EXCEPT IF LONGITUDINAL AND ACTED ON SUGGESTION OF ADVISER (G=1 & SATISFACTION SURVEY Q29 a or b or c =1) <b>a) Acted upon any of the suggestions made by the adviser (IF YES: what suggestions were these?)</b>	1	2	X
ASK ALL EXCEPT IF LONGITUDINAL AND ACTED ON SUGGESTION OF ADVISER (G=1 & SATISFACTION SURVEY Q29 d=1) <b>b) Visited the National Careers Service website</b>	1	2	X
ASK ALL <b>c) Contacted the National Careers Service face-to-face service</b>	1	2	X
<b>d) Contacted the National Careers Service Careers Advice Helpline</b>	1	2	X
<b>e) Contacted any other organisations in relation to [IF TELEPHONE: what you called about] [IF FACE-TO-FACE: what was discussed at the meeting] IF YES SPECIFY WHICH ORGANISATIONS</b>	1	2	X

- 14 IF NOT-LONGITUDINAL (G=2) [LONGITUDINAL CHECK Q15]  
**Turning now to Lifelong Learning Accounts – formally known as My National Careers Service Accounts or Skills Accounts, which of the following applies...READ OUT AND CODE ONE ONLY**

INTERVIEWER ADD AS NECESSARY: This is an online service that aims to help people make informed choices about learning and work by bringing together the Skills Health Check, a course search facility, a CV builder and a record of a person's learning history.

<b>You opened a Lifelong Learning Account during the [IF F2F: meeting] [IF TELEPHONE: call] with the adviser</b>	1	ASK Q14a
<b>You have opened an account on your own since talking to the adviser</b>	2	
<b>You already had an Account when you called</b>	3	
<b>It was not discussed, or you've never heard of them</b>	4	ASK Q16
<b>It was offered during the [IF F2F: meeting] [IF TELEPHONE: call] but you were not interested</b>	5	
(DO NOT READ OUT) Or something else (SPECIFY)	0	
(DO NOT READ OUT) Don't know	X	

- 14a IF HAVE AN ACCOUNT (Q14=1, 2 or 3)  
**And have you activated this Account?**

Yes	1
No	2
Don't know	X

- 15 IF 'LONGITUDINAL AND NOT OPENED A **National Careers Service** ACCOUNT WHEN LAST SPOKE TO THEM' (G=1 & ON SATISFACTION SURVEY Q23 NOT 1, 2 OR 3)  
**Have you opened a Lifelong Learning Account since we last spoke to you?**

Yes	1	ASK Q15a
No	2	ASK Q16
Don't know	3	

- 15a IF YES AT Q15 OR WHEN WE LAST SPOKE TO THEM THEIR ACCOUNT HAD NOT BEEN ACTIVATED (Q15=1 OR SATISFACTION SURVEY Q23a=2)  
**[IF Q15=1: Have you activated this account?] [Q23a=2: When we last spoke you mentioned that you had a Lifelong Learning Account (formerly a My National Careers Service Account) but that you had not activated the account. Have you activated the account since we last spoke?]**

Yes	1
No	2
Don't know	3

## PROGRESSION INTO LEARNING

Now I would like to ask a few questions about any training and learning [IF Q1a=not 2: you have] [IF TELEPHONE & Q1a=2: the person on whose behalf you were calling has] done since [IF TELEPHONE: the call to the helpline] [IF F2F: your meeting with the National Careers Service adviser] in [MONTH]. Please think about any learning [IF Q1=not 2: you] [IF Q1A=2: they] have done and whether it was for [IF Q1a=not 2: your] [IF Q1a=2: their] own personal interest, or in relation to current or future work plans, and whether it led to qualification or not, or whether or not [IF Q1a=not 2: you] [IF Q1a=2: they] completed it.

ASK ALL

- 16 Since [IF TELEPHONE: the call to the helpline] [IF F2F: your meeting with the National Careers Service adviser] in [MONTH] have [IF Q1a=not 2: you] [IF Q1a=2: they] any of the following types of training or learning – please note one single training course or learning activity can fall into more than one category.

READ OUT.

	Yes	No	Don't know
a) A course aimed to lead to a qualification	1	2	3
b) A course related to a previous job or current job	1	2	3
c) A course related to a job you may do in the future	1	2	3
d) A course, instruction or tuition related to your personal interests or hobbies or personal development, including music, arts or crafts, sports or other practical skills	1	2	3
e) Course work or a portfolio that you complete in your own time (NOT homework)	1	2	3
f) Evening classes	1	2	3
g) Deliberately tried to improve your knowledge about anything or teach yourself a skill without taking part in a formal, taught course	1	2	3
h) Undertaken any other types learning or training, such as any on-the-job training at work (please specify)	1	2	3

IF UNDERTAKEN MORE THAN ONE TYPE OF LEARNING (IF MORE THAN ONE Q16 A-h=1)

- 17 Were these all part of the same course, learning or training?

Yes – same	1
No – more than one	2
DO NOT READ OUT: Don't know	3

- 18 IF DONE ANY TRAINING (ANY YES AT Q16)  
**How important were the following reasons for choosing to do this learning or training – very, fairly, not very or not at all important? READ OUT**

	Very important	Fairly important	Not very important	Not at all important	Don't know
To help progress in a job or career	1	2	3	4	x
To help CHANGE career	1	2	3	4	x
To help get a job or change job	1	2	3	4	x
To develop new, or improve existing, job-related skills	1	2	3	4	x
To obtain a qualification	1	2	3	4	X
IF STATEMENT ABOVE = 1 OR 2 To raise your qualification level	1	2	3	4	x

- 19 IF DONE ANY TRAINING (ANY YES AT Q16)  
**What role did the discussion with the National Careers Service adviser have in [IF Q1a=not 2: you] [IF Q1a=2: their] deciding to do this learning and training? Did it play...READ OUT**

A big part	1	ASK Q19a
Some part	2	
Or did it play no part	3	ASK Q20
(DO NOT READ OUT) Don't know	X	

- 19a IF ADVISER PLAYED A BIG OR SOME PART (Q19=1 or 2)  
**Can you tell me what impact, or what difference, the adviser made in terms of the learning that you started? DO NOT READ OUT. MULTICODE OK**

May not have done the learning at all if had not had discussions with the adviser	1
They encouraged me to do a higher level course	2
Other (SPECIFY)	3
(DO NOT READ OUT) Don't know	X

- 20 IF DONE ANY TRAINING (ANY YES AT Q16)  
**Are [IF Q1a=not 2: you] [IF Q1a=2: they] ....? READ OUT AND CODE ALL THAT APPLY**

Still doing [IF Q17=2: some or all of] the learning and training	1	CHECK Q22
Or have [IF Q1a=not 2: you] [IF Q1a=2: they] completed [IF Q17=2: some or all of] the training or learning	2	
Or did [IF Q1a=not 2: you] [IF Q1a=2: they] leave [IF Q17=2: some or all of] the learning or training before completing it	3	ASK Q21
(DO NOT READ OUT) Don't know	X	CHECK Q22

- 21 ALL WHO STOPPED ANY LEARNING WITHOUT COMPLETING (Q20=3)  
**Why didn't** [IF Q1a=not 2: **you**] [IF Q1a=2: **they**] **complete** [IF Q17=2: **some or all of**] **the learning or training?** DO NOT READ OUT. CODE ALL MENTIONED.

Course too hard / advanced	1
Involved too much work	2
Work commitments made it difficult	3
Course too easy	4
Course content wasn't what I thought it was going to be	5
Costs / couldn't afford it / expensive	6
Problems getting to the provider / travel difficulties	7
Family / personal circumstances	8
Illness	9
Didn't like / get on with the tutors / teachers	10
Didn't like / get on with the other learners / students	11
Lack of support	12
Other (please specify)	13
No particular reason	14
Can't remember	15

- 22 IF DONE ANY TRAINING (ANY YES AT Q16)  
**How satisfied** [IF Q21=1: **are you**] [OTHERS: **have you been**] **with the learning: very satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied, or very dissatisfied?**

Very satisfied	1
Satisfied	2
Neither satisfied nor dissatisfied	3
Dissatisfied	4
Very dissatisfied	5
Don't know / not applicable	X



- 23 IF UNDERTAKEN A COURSE LEADING TO A QUALIFICATION (Q16a=1)  
**What type of qualification has the training or learning [IF Q1a=not 2: you] [IF Q1a=2: they] have undertaken since [IF TELEPHONE: the call to the helpline] [IF F2F: your meeting with the National Careers Service adviser] in [MONTH] been leading to?**  
 PROMPT IF NECESSARY  
 CODE ALL THAT APPLY.

Post-graduate degree or doctorate, MBA, NVQ level 5 or equivalent	1
A degree, HNC, HND, NVQ level 4 or equivalent	2
A levels, vocational A levels or AS levels	3
NVQ level 3	4
Advanced GNVQ	5
BTEC National	6
Advanced City and Guilds	7
GCSE	8
Intermediate GNVQ	9
NVQ level 2	10
Intermediate City and Guilds	11
BTEC First	12
Foundation GNVQ	13
BTEC general certificate	14
Part 1 City and Guilds	15
NVQ level 1	16
Other 1 (SPECIFY)	17
Other 2 (SPECIFY)	18
(DO NOT READ OUT) Can't remember	X

- 24 IF DONE ANY TRAINING (ANY YES AT Q16)  
**And have [IF Q1a not 2: you] [IF Q1a=2: they] obtained a qualification from the learning or training that [IF Q1a NOT 2: you] [IF Q1a=2: they] have been doing since [IF TELEPHONE: the call to the helpline] [IF F2F: your meeting with the National Careers Service adviser], have [IF Q1a NOT 2: you] [IF Q1a=2: they] obtained credits towards a qualification or neither? ALLOW MULTICODE**

<b>Obtained a qualification</b>	1
<b>Credits towards a qualification</b>	2
<b>Neither</b>	3
(DO NOT READ OUT) Don't know	X

- 25 IF MULTIPLE QUALIFICATIONS UNDERTAKEN AND (AT LEAST ONE) QUALIFICATION ACHIEVED (Q23=MULTICODED & Q24=1)  
**Which of the qualifications you mentioned have [IF Q1a=not 2: you] [IF Q1a=2: they] obtained?**  
 PROMPT AS NECESSARY (allow multicode)

SHOW ANSWERS FROM Q23a	1
(DO NOT READ OUT) Don't know	X

- 26 IF OBTAINED QUALIFICATION OR CREDITS (Q24=1 OR 2)  
**Are any of the qualifications that [IF Q1a NOT 2: you] [IF Q1a=2: they] have obtained since [MONTH] higher than the highest qualification [IF Q1a NOT 2: you] [IF Q1a=2: they] had before [IF TELEPHONE: the call to the helpline] [IF F2F: your meeting with the National Careers Service adviser]?**

Yes	1
No	2
(DO NOT READ OUT) Don't know	X

- 27 IF HAVE NOT UNDERTAKEN ANY LEARNING (NONE OF Q16=1). OTHERS GO TO Q30.  
**What are the main reasons why [IF Q1a NOT 2: you] [IF Q1a=2: they] haven't undertaken any training or learning since [IF TELEPHONE: the call to the helpline] [IF F2F: your meeting with the National Careers Service adviser] in [MONTH]?**  
 DO NOT READ OUT. CODE ALL THAT APPLY.

Haven't got the time / too busy e.g. work commitments	1
Have all the skills / qualifications I want	2
No additional learning / training needed / not interested	3
Too lazy / it's too much work	4
Can't afford course(s) / no finance available	5
Ill health	6
Can't find a suitable course	7
Other (SPECIFY)	0
DO NOT READ OUT: Don't know	X

- 28 IF HAVE NOT UNDERTAKEN ANY LEARNING (NONE OF Q16=1).  
**Is there anything more that the adviser could have done that might have encouraged [IF Q1a NOT 2: you] [IF Q1a=2: them] to start a training course or some other learning?**

<b>Yes</b>	1	ASK Q29
<b>No</b>	2	GO TO Q30
(DO NOT READ OUT) Don't know	X	

- 29 IF ADVISER COULD HAVE ENCOURAGED TO START LEARNING (Q28=1)  
**What more do you think the adviser could have done?**  
 PROBE: What else? DO NOT READ OUT. CODE ALL THAT APPLY.

Provided more information (SPECIFY)	1
Followed-up or called back	2
Given more options	3
Been more encouraging	4
Other (SPECIFY)	0
DO NOT READ OUT: Don't know	X

- 30 ASK ALL  
Do you think that the information or advice from the National Careers Service adviser has made it much more likely that you will undertake learning in the future, a little more likely, or has it had no impact?  
SINGLE CODE

<b>Much more likely</b>	1
<b>A little more likely</b>	2
<b>No impact</b>	3
Don't know	X

- 31 And how likely do you think you will be to start a new training course or learning activity over the next 12 months...READ OUT?  
SINGLE CODE

<b>Very likely</b>	1
<b>Fairly likely</b>	2
<b>Not very likely</b>	3
<b>Not at all likely</b>	4
Don't know	X

### PROGRESSION IN EMPLOYMENT – HARD OUTCOMES

- 32 ASK ALL  
Thinking now about jobs and employment, since [IF TELEPHONE: the call to the helpline] [IF F2F: your meeting with the National Careers Service adviser] in [<MONTH>] have [IF Q1a NOT 2: you] [IF Q1a=2: they]...READ OUT.

	Yes	No	Don't know
<b>a) Found a new job</b>	1	2	X
IF YES AT Q32 a) <b>b) Changed career</b>	1	2	X
ASK ALL <b>c) Achieved a promotion or improved salary</b>	1	2	X
<b>d) Taken up any voluntary work</b>	1	2	X

- Q32a IF EMPLOYMENT STATUS CHANGED (ANY Q32A-D=1)  
To what extent did the information, advice or support from the National Careers Service adviser, and any action taken directly as a result of the discussions, help [IF Q1a NOT 2: you] [IF Q1a=2: them] achieve these work-related benefits? Did it...READ OUT.

<b>Play a big part</b>	1	ASK Q32b
<b>Play some part</b>	2	
<b>Or did they play no part at all</b>	3	CHECK Q33
(DO NOT READ OUT) Don't know	X	

- 32b IF ADVISER PLAYED A BIG OR SOME PART (Q32a=1 or 2)  
**Can you tell me what impact, or what difference, you think the adviser made?**


- 33 IF EMPLOYMENT STATUS CHANGED IN ANY PAID ROLES (ANY Q32 A-C=1)  
**We'd like to get some idea of the extent to which [IF Q1a NOT 2: you] [IF Q1a=2: they] may have benefited financially from the fact that [IF Q1a NOT 2: you] [IF Q1A=2: they] <INSERT ANSWERS FROM Q32 A-D>. Can you tell me which of the following bands best reflects the amount you feel [IF Q1a NOT 2: you] [IF Q1a=2: they] have benefited on an ANNUAL basis? READ OUT. SINGLE CODE.**

INTERVIEWER NOTE EG if they have a new job the answer would be the annual pay / salary. If they have got a promotion, the answer is the increase in pay on an annual basis]

<b>No financial benefit to date</b>	1
<b>Up to £500 a year</b>	2
<b>£501 - £1,000 a year</b>	3
<b>£1,001 - £2,000 a year</b>	4
<b>£2,001 - £3,000 a year</b>	5
<b>£3,001 - £5,000 a year</b>	6
<b>£5,001 - £10,000 a year</b>	7
<b>£10,001 - £20,000 a year</b>	8
<b>£20,001 - £30,000 a year</b>	9
<b>More than £30,000 a year</b>	10
Prefer not to say	11
Other (SPECIFY)	0
(DO NOT READ OUT) Don't know	X

- 33a IF HAVE NOT UNDERTAKEN ANY EMPLOYMENT PROGRESSION (NONE OF Q32=1).  
**Is there anything more that the adviser could have done that might have helped you get a job or progress at work?**

<b>Yes</b>	1	ASK Q33B
<b>No</b>	2	GO TO Q34
(DO NOT READ OUT) Don't know	X	

- 33b IF ADVISER COULD HAVE DONE MORE (Q33a=1)  
**What more do you think the adviser could have done?**  
 PROBE: What else? DO NOT READ OUT. CODE ALL THAT APPLY.

Provided more information (SPECIFY)	1
Followed-up or called back	2
Given more options	3
Been more encouraging	4
Other (SPECIFY)	0
DO NOT READ OUT: Don't know	X

- 34 ASK ALL  
**Which of the following best describes [IF Q1a not 2: your] [IF Q1a=2: their] current employment or learning status...READ OUT. SINGLE CODE.**

<b>In full time education or learning (16 hours or more per week)</b>	1
<b>In full time paid employment (30 hours a week or more)</b>	2
<b>In part time paid employment, working less than 30 hours a week</b>	3
<b>Self-employed</b>	4
<b>In part time education or learning (less than 16 hours per week)</b>	5
<b>Unemployed and looking for work</b>	6
<b>Unable to work due to ill health or disability</b>	7
<b>Looking after home or family</b>	8
<b>Retired</b>	9
<b>Other (SPECIFY)</b>	0
(DO NOT READ OUT) Don't know	X

- Q34a IF NOT WORKING (Q34 NOT 2, 3 OR 4)  
**Are [IF Q1a NOT 2: you] [IF Q1a=2: the person who you were calling on behalf of] receiving any benefits, such as Jobseeker's Allowance, ESA or Income Support? IF YES: which? (CODES 2-6 CAN BE MULTICODED)**

No	1
Jobseeker's Allowance	2
ESA (Incapacity Benefit)	3
Income Support	4
Carer's Allowance	5
Other (SPECIFY)	6
Yes – but don't know which	7
Don't know if receiving benefits	X
Refused	V

IF WORKING AS EMPLOYEE BOTH NOW AND AT TIME OF INTERVENTION (Q34=2 or 3 AND (Q3 = 2 OR 3 or longitudinal and satisfaction survey Q3 = 2 or 3))

35 **And are [IF Q1a not 2: you] [IF Q1a=2: they] currently ....? READ OUT AND CODE ONE ONLY**

<b>Working in the same job for the same organisation as at the time of [IF TELEPHONE: the call to the helpline] [IF F2F: your meeting with the National Careers Service adviser]</b>	1
<b>Working for the same organisation but doing a different job</b>	2
<b>Doing the same type of work as at the time of [IF TELEPHONE: the call to the helpline] [IF F2F: your meeting with the National Careers Service adviser] but with a new employer</b>	3
<b>Working in a new organisation and doing a different job</b>	4
<b>(DO NOT READ OUT) Don't know</b>	X

IF CURRENTLY WORKING (Q34=2 or 3 or 4)

36 **Have any of the following things happened at work since [MONTH]... READ OUT**

	Yes	No	Don't know
<b>A) Are [IF Q1a not 2: you] [IF Q1a=2: they] doing more interesting work</b>	1	2	3
<b>B) Are [IF Q1a not 2: you] [IF Q1a=2: they] getting more job satisfaction</b>	1	2	3
<b>C) Do [IF Q1a not 2: you] [IF Q1a=2: they] have better job security</b>	1	2	3
<b>D) Have [IF Q1a not 2: your] [IF Q1a=2: their] pay and promotion prospects improved</b>	1	2	3

IF EXPERIENCED ANY BENEFITS AT WORK (Q36A-D=1)

37 **To what extent did the information, advice or support from the National Careers Service adviser, and any action taken directly as a result of the discussions, help [IF Q1a NOT 2: you] [IF Q1a=2: them] achieve [IF ONLY ONE YES AT THE PREVIOUS QUESTION: this] [IF MORE THAN ONE YES AT THE PREVIOUS QUESTION: these] positive change(s) at work? Did it...READ OUT.**

<b>Play a big part</b>	1
<b>Play some part</b>	2
<b>Or did they play no part at all</b>	3
<b>(DO NOT READ OUT) Don't know</b>	X

IF WORKING AND WAS NOT AT TIME OF INTERVENTION (Q34=2 or 3 or 4) AND (Q3 NOT CODE 2 OR 3 or 4 on this or satisfaction survey for longitudinal respondents)

38 **You mentioned that [IF Q1a NOT 2: you] [IF Q1a=2: they] are working now but that [IF Q1a NOT 2: you] [IF Q1a=2: they] were not at the time of the call to the helpline. To what extent do you feel that the information, advice or support from the National Careers Service adviser, and any action taken directly as a result of the discussions, helped you get this current job? Did it...READ OUT.**

<b>Play a big part</b>	1
<b>Play some part</b>	2
<b>Or did they play no part at all</b>	3
<b>(DO NOT READ OUT) Don't know</b>	X

## SOFT OUTCOMES – LEARNING AND EMPLOYMENT

- ASK ALL
- 39 IF TELEPHONE: **And since the contact with the helpline in [MONTH] [IF Q1a NOT 2: have you] [IF Q1a=2: has the person on whose behalf you were calling] improved any of the following skills...? READ OUT.**
- IF F2F: **Since your meeting with the National Careers Service adviser in [MONTH], have you improved any of the following skills...? READ OUT.**

**(Please say if the skill is not relevant to your circumstances)**

DP NOTE: ROTATE ORDER

	Yes	No	Don't know or Not applicable
a) <b>Job-related skills relevant to a current or future job</b>	1	2	X
b) <b>Personal or social skills</b>	1	2	X
c) <b>Problem solving skills</b>	1	2	X
d) <b>Team working skills</b>	1	2	X
e) <b>Self confidence</b>	1	2	X
f) <b>Literacy skills</b>	1	2	X
g) <b>Numeracy skills</b>	1	2	X
h) <b>IT skills</b>	1	2	X
i) <b>Job application, CV writing or interview skills</b>	1	2	X
j) <b>Any other skills (please specify)</b>	1	2	X

- IF ANY SKILLS IMPROVED (ANY YES AT THE PREVIOUS QUESTION)
- 40 **To what extent did the information, advice or support from the National Careers Service adviser, and any action taken directly as a result of the discussions, play a part in [IF Q1a NOT 2: you] [IF Q1a=2: them] improving these skills? Did it...READ OUT.**

<b>Play a big part</b>	1
<b>Play some part</b>	2
<b>Or did they play no part at all</b>	3
(DO NOT READ OUT) Don't know	X

- 41 ASK ALL  
**Compared to 6 months ago do you feel the following have increased a lot, a little, or not at all...READ OUT?**  
 ROTATE ORDER

Rotate start	A lot	A little	Not at all	DO NOT READ OUT: Don't know
[IF Q1a NOT 2: <b>Your</b> ] [IF Q1a=2: <b>Their</b> ] <b>awareness of possible work or career opportunities</b>	1	2	3	X
[IF Q1A NOT 2: <b>Your</b> ] [IF Q1A=2: <b>Their</b> ] <b>awareness of possible training or learning opportunities</b>	1	2	3	X
[IF Q1A NOT 2: <b>Your</b> ] [IF Q1A=2: <b>Their</b> ] <b>ability to make decisions about</b> [IF Q1A NOT 2: <b>your</b> ] [IF Q1A=2: <b>their</b> ] <b>future in terms of careers, training or learning</b>	1	2	3	X
[IF Q1A NOT 2: <b>Your</b> ] [IF Q1A=2: <b>Their</b> ] <b>motivation to find work or to change career</b>	1	2	3	X
[IF Q1A NOT 2: <b>Your</b> ] [IF Q1A=2: <b>Their</b> ] <b>interest in doing more learning</b>	1	2	3	X
[IF Q1A NOT 2: <b>Your</b> ] [IF Q1A=2: <b>Their</b> ] <b>confidence</b>	1	2	3	X
<b>Knowing what</b> [IF Q1A NOT 2: <b>you</b> ] [IF Q1A=2: <b>they</b> ] <b>want to do in life</b>	1	2	3	X
ASK IF NOT CURRENTLY WORKING (Q31 NOT 2 OR 3 OR 4) <b>Improved</b> [IF Q1A NOT 2: <b>your</b> ] [IF Q1A=2: <b>their</b> ] <b>chances of finding a job</b>	1	2	3	

- 42 IF ANY 'A LOT' OR 'A LITTLE' AT THE PREVIOUS QUESTION  
**To what extent did the information, advice or support from the National Careers Service adviser, and any action taken directly as a result of the discussions, help** [IF Q1A NOT 2: **you**] [IF Q1A=2: **them**] **in these areas? Did it...READ OUT.**

<b>Play a big part</b>	1
<b>Play some part</b>	2
<b>Or did they play no part at all</b>	3
(DO NOT READ OUT) Don't know	X



- 43 ASK ALL LONGITUDINAL (G=1)  
**The next question asks about your attitudes to learning and to work. For each statement please say if you strongly agree, tend to agree, neither agree nor disagree, tend to disagree, or strongly disagree. READ OUT.**

	Strongly agree	Tend to agree	Neither nor	Tend to disagree	Strongly disagree	Don't know
<b>There are so many courses on offer it's hard to know which ones are relevant</b>	1	2	3	4	5	X
<b>It's hard to get information about the courses which are available locally</b>	1	2	3	4	5	X
ASK IF NOT LEARNING CURRENTLY (ALL EXCEPT Q34=1 or 5) <b>I've done all the studying I want to do</b>	1	2	3	4	5	X
ASK ALL <b>I'd only be interested in more learning if it would help me get a job or progress at work</b>	1	2	3	4	5	X
<b>It's hard to get information or advice about jobs or careers that I'd be suited for</b>	1	2	3	4	5	X
<b>I'll struggle to get the job or career I want unless I update my skills and qualifications</b>	1	2	3	4	5	X
ASK IF LOOKING FOR WORK (Q34 =6) <b>I know the sort of work I'd like to do, it's just that there are no or few such jobs available locally</b>	1	2	3	4	5	X

### DEMOGRAPHICS

ASK ALL EXCEPT LONGITUDINAL RECORDS (LONGITUDINAL (G=1) ASK Q50)  
**Finally, I would just like to ask a few questions about [IF Q1A NOT 2: you] [IF Q1A=2: the person on whose behalf you were calling] to ensure that we have a good cross section of people in our survey.**

- 43a ASK ALL EXCEPT LONGITUDINAL  
**[IF Q1A NOT 2: Do you] [IF Q1A=2: Do they] have any qualifications from school, college, university, work, government schemes or anywhere else?**

Yes	1	ASK Q44
No	2	GO TO Q46
Refused	3	

- 44 IF YES  
**Qualifications are often classified by their level. Which of the following is the highest level of qualification IF Q1A NOT 2: you hold] [IF Q1A=2: held by the person who you were calling on behalf of]?**  
 READ OUT. SINGLE CODE FIRST MENTIONED.

<b>A degree such as a Foundation degree, a Master's (e.g. MA, MSc), Bachelor degrees; or Diplomas of Higher Education (DipHE); Higher National Certificates (HNC); Higher National Diplomas (HND); NVQs at Level 5</b>	1
<b>LEVEL 4 which includes Certificate of Higher Education (CertHE); NVQs at Level 4</b>	2
<b>LEVEL 3 which includes A levels; Access to HE; International Baccalaureate; NVQs at Level 3; BTEC Diplomas, Certificates and Awards; BTEC Nationals; OCR Nationals at Level 3</b>	3
<b>LEVEL 2 which includes 5 GCSEs Grades A*-C; NVQ at Level 2, BTEC First Diplomas and Certificates; OCR Nationals at Level 2</b>	4
<b>LEVEL 1 – GCSE Grades D-G; NVQs at Level 1, BTEC Introductory Diplomas or Certificates; OCR Nationals at Level 1</b>	5
<b>ENTRY LEVEL– Entry level certificates, e.g. City &amp; Guilds certificates; Skills for Life; English for Speakers of Other Languages (ESOL)</b>	6
<b>Other professional, technical or management qualification: PLEASE SPECIFY</b>	7
<b>Other: PLEASE SPECIFY</b>	0
<b>(DO NOT READ OUT) Don't know</b>	X

- 45 IF Q43a=1  
**Which qualification that [IF Q1A NOT 2: you] [IF Q1A=2: they] hold do you regard as the highest?**  
 PROBE FULLY: What **type of qualification** was this? What **level?** What **grade?**  
 INTERVIEWER INSTRUCTION: If **NVQS/GNVQs** probe what level? If **GCSEs/A Levels/AS Levels** or equivalent probe how many? What **grade?**

WRITE IN

- 46 ASK IF NOT STATED ON SAMPLE AND NOT LONGITUDINAL  
**Which of the following age groups [IF Q1A NOT 2: do you] [IF Q1A=2: do they] fall into...READ OUT**  
 [IF NECESSARY: At the time that they called]

Under 18	1
18-19	2
20-24	3
25-34	4
35-44	5
45-49	6
50-54	7
55-59	8
60-64	9
65+	10
Refused	X

ASK ALL EXCEPT LONGITUDINAL

- 47 IF Q1A NOT 2: **Do you** [IF Q1A=2: **Do they**] have any long-term illness, health problem or disability which limits the daily activities or the work IF Q1A NOT 2: **you**] [IF Q1A=2: **they**] can do?

Yes	1
No	2
Refused	3

- 48 **Is English your first language?**

Yes	1
No	2
Refused	3

- 49 ASK ALL EXCEPT LONGITUDINAL  
**And how would you describe** [IF Q1A NOT 2: **your**] [IF Q1A=2: **their**] ethnic origin...? READ OUT. SINGLE CODE.

<b>White British</b>	1
<b>White Irish</b>	2
<b>White – Other</b>	3
<b>Asian or Asian British – Bangladeshi</b>	4
<b>Asian or Asian British – Indian</b>	5
<b>Asian or Asian British – Pakistani</b>	6
<b>Asian or Asian British – Other</b>	7
<b>Black or Black British – African</b>	8
<b>Black or Black British – Caribbean</b>	9
<b>Black or Black British – Other</b>	10
<b>Chinese</b>	11
<b>Mixed – White and African</b>	12
<b>Mixed – White and Black African</b>	13
<b>Mixed – White and Black Caribbean</b>	14
<b>Mixed – other</b>	15
<b>Other (SPECIFY)</b>	16
<b>Prefer not to say</b>	17

- 50 ASK ALL  
**The Skills Funding Agency may be undertaking further research about National Careers Service. Would you be willing for us or another research agency working on behalf of the Skills Funding Agency to contact you about this in the future?**

Yes	1
No	2

51 IF NOT STATED ON SAMPLE AND NOT LONGITUDINAL

**Code gender**

Male	1
Female	2
Don't know	X

**THANK RESPONDENT AND CLOSE INTERVIEW**

I declare that this survey has been carried out under IFF instructions and within the rules of the MRS Code of Conduct.		
Interviewer signature:	Date:	
Finish time:	Interview Length	Mins

**C – Online Service Satisfaction Questionnaire****NATIONAL CAREERS SERVICE WEBSITE QUESTIONNAIRE  
IFF RESEARCH**

Thank you for agreeing to help. It will only take a few minutes and your answers will be completely anonymous. Your feedback will help us to continue to improve the service.

***How to navigate the survey***

Please use the “forward” and “backward” arrow navigation buttons to move between pages in the survey. Please do not use the ‘back’ button in your browser, as this may cause you to lose the survey temporarily, and require you to ‘refresh’ the page.

Please click the “forward” button below to enter the survey.

I'd like more information about the survey

**IF TICKED 'WOULD LIKE MORE INFORMATION' DISPLAY:**

*This is a genuine market research survey and is not selling you anything.*

*If you have any questions about these notes, or the survey, please email [becky.duncan@iffresearch.com](mailto:becky.duncan@iffresearch.com) or call +44 (0)207 250 3035*

*If you do not wish to complete this survey, simply click here to close this window.*

*IFF Research is analysing the survey responses on behalf of the Skills Funding Agency. IFF Research is a UK based company and complies with the Market Research Society Code of Conduct, as well as UK and EU Data Protection Laws. More information about IFF is available at [www.iffresearch.com](http://www.iffresearch.com)*

**Q1:** Tell us why you came to the National Careers Service website today **allow multicode]**

- I'm looking for information and advice for myself
- I'm looking for information and advice for someone else

- I am an employer
- I am a careers adviser **SET CAP PER QUARTER OF 50**
- I work for the Skills Funding Agency **SCREEN OUT**
- Other (SPECIFY)

Q2: How old are you?

- Under 16 **SCREEN OUT**
- 16 or 17
- 18 or 19
- 20 - 24
- 25 - 29
- 30 – 34
- 35 – 39
- 40 – 44
- 45 – 49
- 50 – 54
- 55 – 59
- 60 – 64
- 65+
- Prefer not to say

**IF 'SCREEN OUT' AT Q1 or Q2 DISPLAY:**

Thank you very much for your help. Today we are looking for people that fit a certain profile. Unfortunately this means we are unable to continue with this survey.

**DISPLAY TO ALL QUALIFYING**

Q3: How many times have you ever visited the National Careers Service website (including this time)?

- Once/my first visit today
- 2-4 times
- 5-9 times
- 10+ times
- Don't know

Q4: And have you ever done any of the following...PLEASE TICK ALL THAT APPLY?

- Had a face-to-face meeting with a National Careers Service adviser
- Spoken to an adviser on the National Careers Service telephone helpline (on 0800 100 900)
- None of the above

Q5: How did you first hear about the National Careers Service website? *Please tick all that apply.*

[RANDOMISE ORDER EXCEPT THE LAST TWO]

- From a friend or relative
- From a colleague or my employer
- From a National Careers Service adviser
- From a Jobcentre Plus adviser or a Jobcentre Plus leaflet/poster
- On television
- In a newspaper or magazine
- On the radio
- Online (please specify) \_\_\_\_\_
- Other (please specify) \_\_\_\_\_
- Can't remember

Q6: What was your reason for visiting the site today? *Please tick all that apply.*

PROGRAMMER NOTE – ROTATE ORDER

- To get information or advice on jobs and careers
- To get information or advice about a course or learning
- To get information about a particular learning provider
- To access my Lifelong Learning Account (previously known as My Next Step or Skills Accounts)
- To contact an adviser
- To give feedback on the service
- Just browsing
- Other (please write in) \_\_\_\_\_

**IF 'Advice on jobs and careers' AT Q6 ASK:**

Q7: Were you looking for information or advice about jobs and careers regarding any of the following? *Please tick all that apply.*

PROGRAMMER NOTE – ROTATE ORDER

- Information about different careers
- Information about progressing within a career
- How to get back into work
- Applying for jobs
- CVs
- Interview skills
- Issues around redundancy
- Information about the jobs market
- Voluntary work
- Other (please write in) \_\_\_\_\_

IF 'advice on learning' AT Q6 ASK:

Q8: Were you looking for information or advice on learning regarding any of the following...?

*Please tick all that apply.*

PROGRAMMER NOTE – ROTATE ORDER

- A specific course
- Apprenticeships
- Paying for a course
- Different ways of learning
- How to get back into learning
- Childcare
- Other caring responsibilities
- Other (please write in) \_\_\_\_\_

ASK ALL

Q9: Which of the following tools or features on the National Careers Service website have you used on this or recent visits to the site? [ALLOW MULTICODE]

PROGRAMMER NOTE – ROTATE ORDER

- Skills Health Check
- CV Builder
- Job Profiles
- Discussion forums
- Course Search
- Your Lifelong Learning Account (previously known as My Next Step or Skills Accounts)
- Email an adviser
- Request a call back from an adviser
- Action plan
- Webchat (chat with an adviser online)
- Learning Record
- Learner Statement
- Job Market Information
- Government Contributions Funding Check
- Site Search
- Videos
- Careers Advice pages
- None of the above /just browsed **GO TO Q11**

Q10: How useful did you find [SHOW AS A GRID FOR EACH USED AT PREVIOUS QUESTION AS A ROW; USEFULNESS AS A COLUMN]?

- Very useful
- Quite useful
- Not very useful
- Not at all useful
- Don't know

ASK ALL

Q11: [IF 'Once / first visit today' AT Q3 DISPLAY: Did you get the information you wanted from the site today?] [OTHERS: Have you obtained the information you wanted on this and recent visits to the website?]

- Yes - all the information I wanted
- Most of the information I wanted
- Some of the information I wanted
- None of the information I wanted
- Wasn't looking for specific information

ASK 'some' OR 'none' AT THE LAST QUESTION:

Q12a: What information did you want that you couldn't find?

TYPE IN

**ASK 'some' OR 'none' AT Q11:**

**Q12b: Was it clear from the website how to contact an adviser for further support?**

- Yes
- No
- Not sure

**ASK ALL**

Q13: Please rate the National Careers Service website on the following... *Please give one answer per row.*

	Very good	Good	Neither good nor poor	Poor	Very poor	Don't know
How easy it was to find the information you needed.						
The information being clear and easy to understand						
The quality of the information (it being up to date, relevant, accurate etc)						
How easy the website was to use						
The design of the website						
How effective the site search was						

Q14: And overall how satisfied or dissatisfied are you with the National Careers Service website?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied
- Don't know

**ASK IF 'dissatisfied' OR 'very dissatisfied' AT THE LAST QUESTION:**

Q15: Why do you say that?

TYPE IN

**ASK ALL**

Q16: If there was one thing you could change about this website what would it be?

TYPE IN

- Nothing / fine as is
- Not sure



**ASK ALL**

Q17 Would you recommend the National Careers Service website to friends, family or colleagues?

- Yes  
 No  
 Not sure

ASK IF q1 'an individual' (code 1 or 2)

Q18: Are you likely to do any of the following as a result of visiting the National Careers Service website? *Please tick all that apply*

PROGRAMMER NOTE – ROTATE ORDER

- Contact a provider about enrolling on a course  
 Call the National Careers Service helpline and speak to an adviser  
 Arrange a face-to-face meeting with a National Careers Service adviser  
 Visit the National Careers Service site again before making any decisions  
 Visit another website before making any decisions  
 Speak to your employer/other employees  
 Seek further careers advice  
 Apply / search for a job  
 Contact an organisation other than National Careers Service  
 Other (please specify \_\_\_\_\_)  
 Don't expect to do anything specific / different as a result of visiting the website  
 Not sure / too early to say

ASK IF q1 'an individual calling on own behalf' (code 1)

Q18a: And as a result of visiting the National Careers Service website do you think any of the following are more likely?

Will you be more likely to... *Please tick all that apply*

PROGRAMMER NOTE – ROTATE ORDER

- Start a course / enter learning  
 Undertake some training  
 Start an apprenticeship  
 Get a job having been unemployed  
 Progress at work (e.g. get a promotion) or get a better job than the one you currently have  
 Start voluntary work  
 None of the above more likely  
 Don't know

**ASK ALL**

Q19: Are you male or female?

- Male  Female

Q20: Where do you live? [SINGLE CODE]

- London
- Rest of South East
- South West
- Eastern, including East Anglia
- East Midlands
- West Midlands
- Yorkshire and the Humber
- North West
- North East
- Wales
- Scotland
- Northern Ireland
- UK forces overseas
- Outside the UK
- Don't know

Q21: Qualifications are often classified by their level. Which of the following is the HIGHEST level of qualification you hold? *Please tick the first in the list that applies to you* [SINGLE CODE]

- A degree (including a higher or postgraduate degree); Foundation degree; HNC; HND; NVQs at Level 5; or equivalent
- NVQ level 4, or other diplomas and awards at level 4
- 2 or more A or AS Levels; Advanced GNVQ; Access to HE; International Baccalaureate; BTEC Diplomas, Certificates and Awards; BTEC Nationals; NVQ Level 3; or equivalent
- 5 or more GCSEs or O Levels at Grades A\*-C; 1 A or AS level; Intermediate GNVQ; BTEC First Diplomas or Certificates; NVQ Level 2; or equivalent
- 1 or more GCSEs or O Levels at any grade; Foundation GNVQ; NVQ Level 1; foundation diplomas and awards; or equivalent
- Entry level qualifications such as Entry level certificates; Skills for Life; and English for Speakers of Other Languages (ESOL)
- No qualifications
- Don't know/would rather not say

**IF 'DEGREE...' (1<sup>st</sup> CODE AT Q21) ASK Q21a**

Q21a: Do you have any of the following:

- A doctorate or equivalent
- Masters degree or equivalent; NVQ level 5
- Honours degree
- Foundation Degree; HND; or equivalent
- None of the above
- Don't know/would rather not say

**ASK ALL**

Q22: What is your main activity currently? *Please tick one only*

- Full time, paid employment (30+ hours a week)
- Part time, paid employment (less than 30 hours a week)
- Doing an Apprenticeship
- Self employed
- Full time further/higher education (16+hours a week)
- Part time further/higher education (Less than 16 hours a week)
- Unemployed and looking for work - and unemployed for less than 6 months
- Unemployed and looking for work – and unemployed for 6 months or more
- Looking after home or family
- Unable to work due to ill health or disability
- At school
- Retired
- Other (please specify)

Q23: Is English your first language?

- Yes
- No
- Don't know

**ASK ALL EXCEPT IF 'SCHOOL' 'FULL TIME LEARNING' OR 'PART TIME LEARNING' AT Q22**

Q25: Have you done any kind of learning in the last three years?

- Yes
- No
- Don't know

**ASK ALL**

Q26: Do you have any long-term illness, health problems or disability which limits your daily activities or the work you can do?

- Yes
- No
- Rather not say

Q27: How would you describe your ethnic origin?

*This question is to enable the National Careers Service to ensure that they are reaching all parts of the community, your ethnic origin has no impact on your eligibility for courses or funding.*

- |  |  |
|--|--|
| <input type="radio"/> White - British                      | <input type="radio"/> Black or Black British - Caribbean |
| <input type="radio"/> White - Irish                        | <input type="radio"/> Black or Black British - Other     |
| <input type="radio"/> White - Other                        | <input type="radio"/> Chinese                            |
| <input type="radio"/> Asian or Asian British - Bangladeshi | <input type="radio"/> Mixed - White and Asian            |
| <input type="radio"/> Asian or Asian British - Indian      | <input type="radio"/> Mixed - White and Black African    |
| <input type="radio"/> Asian or Asian British - Pakistani   | <input type="radio"/> Mixed - White and Black Caribbean  |
| <input type="radio"/> Asian or Asian British - Other       | <input type="radio"/> Mixed - Other                      |
| <input type="radio"/> Black or Black British - African     | <input type="radio"/> Other (please write in) _____      |
|  | <input type="radio"/> Prefer not to say                  |

Q28: In which of the following ways have you ever accessed the National Careers Service website?

*Please tick all that apply*

- Desktop computer
- Laptop computer
- Netbook
- Tablet
- Smartphone
- TV
- Other (please specify)
- Not sure / can't remember

Q29: Can you tell me where you were when you accessed the National Careers Service website today?

*Please tick all that apply*

- Home
- Work
- School / college / university
- Library or other public facility
- Internet cafe
- Other (please specify)

*The National Careers Service carries out research about careers guidance and related issues, including how people progress following use of this website. Research may be carried out by the National Careers Service, Government Departments or organisations working on their behalf. If you are interested in taking part, please type your full name, email and telephone number.*

First name

Email address

Telephone contact

Thank you for completing our survey.

## D – Online Service Progression Questionnaire

### NATIONAL CAREERS SERVICE WEBSITE QUESTIONNAIRE

#### PROGRESSION (E-MAILED TO THOSE THAT DID A SATISFACTION QUESTIONNAIRE) IFF RESEARCH

NB SAMPLE TO INCLUDE ONLY THOSE WHO ANSWERED THE SATISFACTION SURVEY AS A 'An individual looking for information or advice for yourself' (Q1=1)

FROM SATISFACTION SURVEY COPY OVER WORK STATUS (working full time, part time, self-employed v not), ALSO IF AN EMPLOYEE (working full time or part time)

E-MAIL COVER NOTE:

Dear X

You may remember that a few months ago you completed a short questionnaire when you visited the National Careers Service website. You said that you would be willing to take part in a follow-up study. The research will help the National Careers Service improve their service.

IFF Research is an independent research company which is conducting the work on behalf of the Department for Business, Innovation and Skills. We work strictly within the Market Research Society Code of Conduct, and all your answers will remain completely anonymous.

To start the survey please click on the following link <LINK TO SURVEY>

If you have any questions about the survey, please email [becky.duncan@iffresearch.com](mailto:becky.duncan@iffresearch.com) or call 0207 250 3035.

We thank you in advance for your assistance.

Becky Duncan  
Research Executive

#### Online questionnaire

- 1 **Since visiting the National Careers Service website in <MONTH> <YEAR> have you done any of the following things...? Please select one answer per row.**

	Yes	No	Don't know
<b>Had a face-to-face meeting with a National Careers Service adviser</b>	1	2	X
<b>Called the National Careers Service Advice Helpline</b>	1	2	X
<b>Opened a Lifelong Learning Account</b>	1	2	X

- 2 **Since visiting the National Careers Service website in <MONTH> <YEAR> have you started any of the following types of learning or training? Please note one activity can fall into more than one category. We are interested in those you *started* whether you completed them or not. Please select one answer per row.**

	Yes	No	Don't know
<b>A course leading to a qualification</b>	1	2	3
<b>A course, instruction or tuition related to your interests, hobbies or personal development (including music, arts or crafts, sports or other practical skills)</b>	1	2	3
<b>Course work that you complete in your own time (other than homework)</b>	1	2	3
<b>Tried to improve your knowledge or teach yourself a skill without taking part in a formal course</b>	1	2	3
<b>Done any other types of learning or training</b>	1	2	3

IF DONE ANY TRAINING (ANY YES AT Q2)

- 3 **Did visiting the National Careers Service website help you decide to do this learning and training?**

Yes	1
No	2
Don't know	X

IF UNDERTAKEN TRAINING AIMED AT LEADING TO A QUALIFICATION (Q2a=1)

- 4 **Did you get a qualification, or credits towards a qualification, from the learning or training that you started since <MONTH> <YEAR>?**

Yes	1
No	2
Don't know	X

IF OBTAINED QUALIFICATION OR CREDITS (Q4=1)

- 5 **Is this recent qualification (or the credits towards a qualification) the highest level of qualification you have?**

Yes	1
No	2
Don't know	X

ASK ALL

- 6 **Has visiting the National Careers Service website made it more likely that you will do learning in the future?**

Yes	1
No	2
Don't know	X

- 7 **How likely are you to start training or learning over the next 12 months...?**  
PLEASE SELECT ONE ANSWER ONLY

<b>Very likely</b>	1
<b>Fairly likely</b>	2
<b>Not very likely</b>	3
<b>Not at all likely</b>	4
Don't know	X

ASK ALL

- 8 **Thinking now about work, since visiting the National Careers Service website in <MONTH> <YEAR> have you...?** PLEASE SELECT ONE ANSWER IN EACH ROW

	Yes	No	Don't know
<b>Found a new job</b>	1	2	X
<b>Changed career</b>	1	2	X
<b>Achieved a promotion or improved your salary</b>	1	2	X
<b>Started any voluntary work</b>	1	2	X

IF EMPLOYMENT STATUS CHANGED (ANY CODE=1 ABOVE)

- 9 **Did visiting the National Careers Service website help you achieve these changes?**

<b>Yes</b>	1
<b>No</b>	2
Don't know	X

ASK ALL

- 10 **Which one of the following best describes your current situation...PLEASE SELECT ONE ANSWER ONLY.**

Full-time, paid work (30+ hours a week)	1
Part-time, paid work (less than 30 hours a week)	2
Doing an Apprenticeship	3
Self employed	4
Full-time further/higher education (16+hours a week)	5
Part-time further/higher education (Less than 16 hours a week)	6
Unemployed less than 6 months	7
Unemployed for 6 months or more	8
Looking after home or family	9
Unable to work due to ill health or disability	10
At school	11
Retired	12
Other (please specify)	13

IF NOT WORKING (Q10 NOT 1, 2, 3 OR 4)

- 11 **Are you receiving any benefits, such as Jobseeker's Allowance, ESA or Income Support?**  
PLEASE TICK ALL THAT APPLY

<b>No</b>	1
<b>Jobseeker's Allowance</b>	2
<b>ESA (Incapacity Benefit)</b>	3
<b>Income Support</b>	4
<b>Carer's Allowance</b>	5
<b>Child benefit / child tax credit</b>	6
<b>Housing benefit / council tax benefit</b>	7
<b>Other (SPECIFY)</b>	8
<b>Don't know if receiving benefits</b>	X
<b>Prefer not to say</b>	V

- 12 ASK ALL  
**Did visiting the National Careers Service website in <MONTH> <YEAR> help you to...? Please select one answer per row.**

ROTATE ORDER	Yes	No	Don't know or Not applicable
<b>feel more confident about making decisions regarding your future</b>	1	2	X
<b>feel more confident about planning your next career move</b>	1	2	X
<b>feel more confident about applying for jobs</b>	1	2	X
<b>feel more confident about applying for courses or training</b>	1	2	X

- 12a IF ANY YES AT Q12  
**Please tell us how the National Careers Service website helped?**


- 13 ASK ALL  
**Compared to 3 months ago do you feel any of the following apply? Please select one answer per row.**

Rotate start	Yes	No	Don't know
<b>I am more aware of job and career opportunities</b>	1	2	X
<b>I am more aware of learning opportunities</b>	1	2	X
<b>I'm more motivated to find work or to change my job</b>	1	2	X
<b>I'm more interested in doing learning</b>	1	2	X
ASK IF NOT CURRENTLY WORKING (Q10 NOT 1-4) <b>My chances of finding a job have improved</b>	1	2	X

- 14 IF ANY YES AT THE PREVIOUS QUESTION  
**Did visiting the National Careers Service website help you in these areas?**



<b>Yes</b>	1
<b>No</b>	2
Don't know	X

15 ASK ALL  
**Are there any improvements you would like to see on the National Careers Service website?**

<b>Yes</b>	1
<b>No</b>	2
Don't know	X

16 IF YES  
**Please tell us what improvements you would like to see.**


Thank you for completing our survey.

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This publication available from [www.gov.uk/bis](http://www.gov.uk/bis)

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**BIS/14/P161**